DOCUMENT RESUME

ED 213 463 JC 820 079

TITLE	Community Colleges: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Volume II: Transcripts of Public Testimony.
INSTITUTION	Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE	Mar 81
NOTE	370p.; For related documents, see JC 820 078-080.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Administrative Organization; College Planning; *College Role; *Community Colleges; Educational Demand; Educational Objectives; Educational Planning; Educational Policy; Educational Supply; *Governance; Governing Boards; Hearings; Postsecondary Education; *School Community Relationship; Statewide Planning; Tuition; Two Year Colleges
IDENTIFIERS	*Alaska

ABSTRACT

As part of a study of the role, governance, and future direction of the community colleges of the University of Alaska, public hearings and teleconferences were held at 13 locations in Alaska between October 1980 and January 1981. Over 200 people participated in these discussions, and testimony was taken from educators, administrators, students, community members, business people, and other interested parties. This report provides transcripts of the public testimony arranged chronologically and by place. The testimony provides a variety of comments concerning college governance structure, community college mission, community college responsiveness to needs, the use of policy advisory councils, tuition, and other issues. Several themes emerge from the transcripts: (1) there was widespread opinion that there is inequitable funding to the detriment of the community colleges; (2) there was dissatisfaction with the community colleges' ability to provide courses and programs requested by their constituencies and to provide adequate outreach programs; (3) there was a perceived need for more flexibility of educational delivery modes; (4) significant problems were perceived in the transfer of credits from the community colleges to the universities; (5) the colleges' policy advisory councils were seen as serving an important function; and (6) the primary thrust of the community college was seen as offering vocational-technical courses. (HB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED213463

COMMUNITY COLLEGES:

A Report to the

Twelfth Alaska State Legislature

by

The Community College Interim Committee

Volume II

TRANSCRIPTS OF PUBLIC TESTIMONY

March, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paul Gulyas
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 820079

COMMITTEE MEMBERS

Representative Thelma Buchholdt

Senator George Hohman

Donnis Thompson, Chair,
Alaska Commission on Postsecondary Education

Miriam Carlson, Instructor,
Anchorage Community College (ex-officio)

PREFACE

During the 1980 legislative session, HB 651 was introduced along with companion legislation in the Senate. HB 651 called for an autonomous community college system governed by a board of trustees. The House Finance Committee prepared a committee substitute, CSHB 651, which called for a study of community college governance and other issues to be conducted by the Alaska Commission on Postsecondary Education. Although CSHB 651 did not pass the Legislature, the Legislative Council authorized a similar study. The major objectives of the study include:

(1) an investigation of existing and alternative administrative systems for the community colleges;

(2) a description of the role of the community colleges;

(3) an examination of the role of the local policy advisory councils with special attention to their powers and duties;

(4) an inquiry into the responsiveness of the community colleges to community needs;

(5) a description of existing and planned facilities for each community college; and

(6) the development of unit costs of instruction at each community college.

Volume I, published in February, 1981, addressd each of these issues, with the exception of unit cost information and description of existing and planned facilities. A unit cost study is in progress which is designed to show the costs of providing instruction for each individual course, for each year of instruction. All courses and their associated costs are included in the analysis. The unit for measurement of production is the credit hour and credit equivalent for non-credit courses. The unit cost study will be completed by late Spring, 1981.

A detailed analysis of facilities and how they relate to instruction was beyond the scope of this report. The Commission on Postsecondary Education, however, plans to conduct a comprehensive study of facilities of all postsecondary education.

A significant portion of the study involved public hearings and teleconferences. Nine public hearings were held in Bethel, Nome, Kotzebue, Fairbanks, Soldotna, Anchorage, Valdez, Ketchikan, and Juneau. Four teleconferences were held for Kodiak, Palmer, Sitka, Dillingham, Homer, and Seward. Over 200 people actively participated in these discussions. This volume contains the transcripts of the hearing testimony arranged in chronological order because comments sometimes alluded to previous hearings.

SCHEDULE OF PUBLIC HEARINGS

Kuskokwim Community College Bethel, Alaska	October 23 10 a.m. - 9 p.m.
Northwest Community College Nome, Alaska	October 27 1 - 9 p.m.
Kotzebue, Alaska	October 28 1 - 9 p.m.
Tanana Valley Community College Fairbanks, Alaska	November 12 1 - 10 p.m.
Teleconference with Kodiak	November 13 6 - 9 p.m.
Kenai Peninsula Community College Soldotna, Alaska	November 14 9 a.m. - 9 p.m.
Teleconference with Mat-Su	December 11 6 - 9 p.m.
Teleconference with Mat-Su, Kodiak, Sitka, Dillingham, Homer and Seward	December 12 8 a.m. - 4:30 p.m.
Anchorage Community College Anchorage, Alaska	December 13 10 a.m. - 6 p.m.
Prince William Sound Community College Valdez, Alaska	December 15 9 a.m. - 9 p.m.
Teleconference with Sitka	December 17 6 - 9 p.m
Ketchikan Community College Ketchikan, Alaska	December 18 9 a.m. - 9 p.m.
University of Alaska, Juneau	January 7

KUSKOKWIM COMMUNITY COLLEGE

Public Hearing

October 23, 1980

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Lamont Albertson:

Since about 1975 we have had various relationships with the university system in the state of Alaska, but no consistent relationship. I'm not sure if I can offer any advice regarding whether the community colleges should separate from the University of Alaska, but I would be concerned about how it would affect any political practices the community college might have operating in a remote area. With that in mind, I would not want to see anything happen to this community college that would lessen its prestige. If the community colleges do get separated from the university system, how will they be placed?

Q: There is a concern that some of the community colleges might get less funding. It is conceivable that Anchorage legislators, for example, may be more interested in funding upper level courses at Anchorage Community College than in the other colleges. We don't have any answers. We are concerned and definitely looking into it. Do you have the TV audio facilities in use now?

R: Yes we have that, but there is a problem of interaction with the person on the other end. Individual instruction is needed. Four or five years ago we were part of a pilot project. We spent all our time trying to locate each other so we could talk back and forth. It wasn't practical.

Q: Do you know where that is?

R: The gentleman speaking this afternoon knows, Bill Ferguson.

Q: Do you feel you and your community have sufficient input to this institution through the advisory council, or directly through the president, or however, to at least voice your needs, courses you would like to see?

R: I am very pleased with the way the college is treating us this year.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

John Shuler:

My name is John Shuler. I am a faculty member. I first came to the region in 1966. I am a packing business manager and a school board member of Kuskokwim school district. We are opposed to the 13-14 year concept. The Molly Hootch case has put the schools' back to the wall and they are quite busy. Moreover, a college placed in a 13-14 year would have jurisdictional problems in that there are three REAA's and one district. St. Mary's is in the area.

Q: That last comment you made about the school board, is that an official position from the board?

R: Yes. The primary reason for leaving the system as it is now is that the role of the community college is not the same as the four-year institution. Being a part of the university has not developed a meaningful relationship between the two. Each campus should have some kind of governing board.

Q: What kind of power do you envision the governing board having over the campus board?

(unintelligible)

Q: What I am hearing you say is that you would like essentially similar to what we now have, but without chancellors and with a board of persons representing each campus reporting to a Board of Regents, a system for the community colleges only?

R: Each campus having a governing board.

Q: In your plan do you think you will have the kind of representation you need to provide the courses you need?

R: We will get a community college system that will be more responsible. There will be a board that tells us what they want, guided from a board at regional level.

Q: Currently, the tuition is the same throughout the system. May we have your opinion. What do you feel about removing tuition or reducing it to make it less expensive; therefore, more accessible?

R: Eighty percent of our students don't pay it anyway. Anyone interested is willing to pay. A few pay it that cannot afford it.

Q: I assume you do not agree with the philosophy that a student should pay some tuition?

R: It is a drop in the bucket to this state. It would make it easier on the business office if we did not have to collect tuition.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Diane Carpenter:

My name is Diane Carpenter. Because I am going to have a birthday soon, it just dawned on me that I am the only person out here who has been part of the state school system since before statehood. I have been teaching here for about 25 years. I was involved with KCC since before it was organized. I have some strong feelings about the need for KCC in this area. I am a member of the university assembly representing four community colleges. I was just elected to head the committee on academic matters for the university. This is the committee that joins both chambers. At the moment I am president of the Alaska Council of Teachers of English, and a member of the Bethel City Council. All these viewpoints have something to bear on the issues that are the topics today. First, I think one of the most important issues is the autonomy question. When this was first discussed, I felt there were many advantages gained by the community colleges remaining with the university, because of the developmental stage of the community colleges. Then when problems emerged that seemed insoluble, I began to feel that, although there were potential advantages to being part of the university system, people were not realizing the advantages because of the relationship that existed between the two parts of the university. I felt that was unlikely to change. At the present time, serving my second year as part of the university assembly, I don't know if this is a transient effort because of the consideration of the autonomy issue, or whether it is a genuine attempt, but I am seeing some signs of interest in needs and concerns of rural and native students. Some indication of a willingness of university people to look at other needs, more than in the past. These signs are not overwhelming, but they are there. For this reason we could look at the autonomy issue from another focus. First, let's look at what the problems are and say, can these problems be solved within the system or better outside the system? The problem of goals faces the whole state of Alaska, in that we have two regions with conflicting goals. I think that is true at the university too. The question is, can the one structure encompass the widely varying goals that exist? I believe that is possible if it is mandated. Strong pressure needs to be brought to bear to see that it does happen. Articulation problems, as you know, are serious ones. This is a key issue that must be resolved. In the university assembly we have begun to address this and we have made some progress in convincing university leaders that the problem does exist. There must be ongoing input and communication. There must be really good problem-solving mechanisms. Right now those mechanisms don't exist. They cause misunderstandings and lack of communication. You talked about articulation. I suggested to Dr. O'Rourke two years ago that a group of people in the English departments, which is an area that affects every college, should get together and work out their articulation problems. That approach would indicate where the problems are, but it would not resolve them in a way that would affect academic freedom. They could discuss each other's student bodies, their philosophy of the course, these problems could be resolved. This would require funding. If, every three years, there would be a cycle so that each major area would be reviewed, it would help resolve articulation problems. One of the negative changes I have seen as the community college system has grown is that we are faced with an increasing lack of flexibility in responding to community need. In the college's first

Diane Carpenter:

three years, it was intimately involved in every change that took place. In this area, it was extremely influential, not only in facilitating construction change, but also in serving as a catalyst for that change. I don't know if autonomy would affect that process or not, whether the bureaucratic takeover is so omnivorous that it is impossible for that to occur. I find this distressing. In the budget process, the decision-making process, as far as approval for various programs, whatever it was, we were able to respond to the needs of the community's organizations, groups of people within a time frame that permitted them to be able to count on us. We can no longer do that.

Two years ago I was active in instructional development. I received resolutions from the Association of Village Council Presidents, detailing the fact that for two years they had been promised a fisheries program. Promises had been made regarding fisheries. That is a main occupation for people here. No way we can even make a promise as to when such a thing might occur. This kind of problem is one of the reasons why a local board with policy-making power, some flexibility toward the funding, not complete flexibility but some latitude to develop these kinds of programs should exist. These are the kinds of flexibility I am talking about, particularly training. When any agency or organization embarks on a new direction, usually training of personnel is involved. Kuskokwim used to be very much involved in those kinds of training opportunities. Many of the organizations are small, not well-staffed, and really not set up to provide their own training, but they have been pushed into it because Kuskokwim is no longer flexible enough. One of the most important services that Kuskowim can provide is in the area of public service. This is because for so much of the region there are no professionals to provide that. The college does not benefit from these kinds of things. The college should be intimately involved in workshops and not consider them interruptions or a minor diversion. Public funds are going into efforts that would not be upheld if we had basic data that would show if they were efficacious or not. The rural institution is the only one capable. I would like to see a much closer tie between the university and the community colleges, in establishing and providing for research. Perhaps the university would be working on one level and we would be coordinating at an applied level. I think this is true in fisheries, education, various health problems and many other areas. The city of Bethel is in the process of completing a comprehensive plan for growth and development. This plan projects a doubling of population in the next ten years. The previous ten years has been a 6.8% growth. This should be kept in mind when planning for KCC. The proportion of native and non-native residents is changing as well, with an increasing number of non-native residents moving into the area. The villages are not dying as predicted, but increasing in population. I strongly urge that the continued importance of academic programs not be made a minor part of the community college programs. The academic level courses are not costly as compared to vocational courses, which require more investment. We have a growing number of students who have a high school education. We have increasingly complex occupational fields coming into the area, and even though the number of academically oriented students who may want a degree is small, it is a very important group. These are the students who would perhaps not be able to make this choice if it were not available here, if KCC were not offering these kinds of programs, so they can then go on. We

Diane Carpenter:

have to protect their ability to move into top jobs in this area. We have to be concerned about the increasing number of non-native persons moving into the area and to protect the ability of the indigenous people here to compete, not only in the vocational fields, but in the jobs that will be opening up in the future. I am talking about professional level positions which are going to increase. The other area which will be increasing is the whole area of management and administration. These people require the academic ability to deal with ideas, to be able to read, write and speak adequately. They require a general knowledge base that is not going to be acquired if a person only takes vocational courses. What we would be doing by de-emphasizing an academic program here is removing the opportunity for many talented people to be able to take leadership positions. I think that academic courses, even though there are only eight-ten students to a class, must be offered. They are cost-effective, in the larger sense, in preparing a work force. A very important function of college, relating to this, is helping the people who do not have a high school education, to catch up with the whole adult educational program. Here again, throughout the state it is very poorly funded. The responsibility for it is conflicting. I think that this is most appropriately done at the community college level. This effort needs to be adequately funded, needs to be given the status that it deserves. I would like to see some kind of reporting system that would provide a measure other than credit hours. I think we do have to measure what we do. Perhaps contact hours, some way of measuring assistance to organizations who need professional help. We do need to set up other measures rather than the credit hour at the community college level.

I want to comment on cost-effectiveness. I served on the community college Telecommunications Task Force and think we should be extremely creative in looking at the options that are going to be emerging in the next two to four years in the area of telecommunications, because this is going to make it feasible for rural education to become far more cost-effective than it is now. The kind of investments that could be made interactive systems so that you have a combination of technology and people. We need to think in terms of substantial investment in the kinds of technology that will allow higher education to people in isolated areas and in small groups.

Q: When you say that one system is vulnerable and systems mandated, will you elaborate?

R: I think that the Fairbanks campus particularly, and to some extent Anchorage, have been in a position to make their communicative needs known to the Board of Regents and that is the input that is received at that level. If a system is mandated that will ensure that input is received at the level where student needs are.

Q: Mandated by whom and how would one do that?

R: I would assume the legislature. A charge for legislative change and to be monitored.

Q: It seems that we have that system already. The legislature has mandated the university to take care of postsecondary education in the state. Do you want some sort of stronger enforcement?

R: Right. The problem is that the community colleges have grown rapidly, not with the blessing of the university system, and the input communication

Diane Carpenter:

is not part of the system yet. Maybe that could be made part of it without that kind of mandate, but I just don't see it happening. It is a relatively new trend and the information base is not there and input is not there. When I first went to the university assembly, I was amazed at the degree of ignorance that existed on the rural life of the student body and the needs that are here. We were speaking different languages. It was very clear to me that the points of view out here are not getting there at all. I have seen some progress gradually in the past year. I am not feeling as hostile as I was, because I am seeing some things from their point of view.

Q: You would like to see the legislature reiterate its intent, with resolution, to have the university consider community colleges as equal to university?

R: Yes, you said it much better than I did.

Q: I am interested in the comment on the increasing lack of flexibility. Why you thought some things were less flexible and why is it more difficult to be flexible now?

R: Some of it is the budgeting and planning process, part is the increasing centralization of the community college itself, and maybe this wouldn't change with autonomy. I feel there should be more authority for local decisions in planning on a regional basis, larger chunks of money that people can plan for locally so they can respond to need.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Bill Ferguson:

I am Bill Ferguson of the Lower Kuskokwim School District. Our superintendent asked me if I would represent him at this meeting. He has asked me to address the putting of the 13 and 14th grade levels into our school system. I met with our principal council and dicussed this with them. Our principal council consists of the two Bethel principals, three district-wide principals, our curriculum director and myself. After lengthy discussion it was felt that since 1976 our school district has grown from three to twenty-three schools, increasing the problem areas we have, taking into consideration that we are basically a new district, trying to develop a curriculum for K-12 in our district with problems of construction. We don't feel at this time that we are adequately prepared to accept the challenge of increasing the system to two more grade levels. Some time in the future when we have our feet solidly planted, we would like to consider that. We decided that in Bethel we do not want to compete with the community college. We do have the facilities in the village schools for those who have graduated from 12th and, because they don't want to leave home, could benefit from grades 13 and 14. Maybe after a while we would look at it.

Q: Is this the person who knows about telecommunications?

R: Yes, this is the person.

Q: We were talking about telecommunication, and I would like to know where we are.

R: I have dealt with Ed Obie of the Department of Education, who is the assistant director of telecommunication with the state. We worked together about three years ago in the initial pilot program and it was felt at that time that, due to the lack of phone communication in the villages, we could not use that delivery system. Since then he has developed a self-contained package. This year he asked us again if we were interested. We told him we were, since we didn't have to rely on the telephone system. We have five pilot projects going now in various villages. We are also installing five other computer systems in five other villages. We have had difficulty getting support material, text books, etc. The materials are arriving, so we will begin next semester with four subjects: Alaskan history, English, reading and math.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Marsha Manley:

I am Marsha Manley. We have been working on the adult education program. The last two years, I was the field coordinator and this year I am coordinator of the overall program. In Bethel and in nine of the villages in my region, we offer ESL life skills like ordering, income tax and those kinds of skills, language, arts, math, and GED preparation. I realize that adult basic education doesn't come under the jurisdiction of the community college, but I think it is consistent to talk of the educational needs of this region. There was a study done in 1977, the governor's study, that indicated that 78% of the adults in this region haven't finished high school, so that is why we exist. We have far more requests for adult basic ed programs than we have funds for. We are only serving nine villages and it's difficult. The councils request programs. We have two new ones with 20-30 students in two villages. The main funding source is, of course, the Department of Education and the college. We tried for three different CETA proposals and we also have some funding from BIA. This is the last year for BIA money. Funding is a major problem. It seems we operate from emergency to crisis to emergency. I have four people I can't pay, so I am trying to come up with their salaries for the month of November. That's because CETA has had some problems, but hopefully by the end of November, we will have the BIA money. Then we will be O.K. We hire bilingual, paraprofessional teachers in each village and part of what the program does is train these people. Of course the program is free to anyone who wants it. There is a definite need for expansion and the only thing needed is money. I think the right to a basic education should apply to adults as well as children.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Mary Whitaker:

I had spent the previous five years as the coordinator of that program. I am no longer an employee, mainly because of the extreme frustration in keeping that program going. One of the things that has bothered me for a long time is the university has been mandated to do postsecondary education and is running community colleges.

I think the 78% figure is conservative in this area for adults who haven't finished high school. You see the increased need to participate in a cash economy in order to survive, and you consider the increased number of administrative and business positions that desperately need to be filled all over the area, even the smallest village. When you see the lack of older adults who would traditionally be the leaders in the basic skills, you find that going to the younger people. I think in this area where you have a community college and 45 villages and you are only serving nine of them on a very sketchy, year-to-year basis, there is something wrong. Adult education programs are the only programs that have to prove they are doing something in order to get funded. I have found that the adults who have gone through the GED program, in general tend to become more independent individuals. They are more eligible for jobs, they feel better about themselves and they go out and do it. Not every one, but a large number.

Q: Your opening remark that the AVE doesn't come under the community college - do you think it should be one of the missions?

R: It isn't exactly under the jurisdiction of the community college. It is in Kodiak and Anchorage. Not being seen as postsecondary is the reason for it not coming under a community college in other cases.

KUSKOKWIM COMMUNITY COLLEGE
Ocrober 23, 1980

Jane Southerland:

My name is Jane Southerland and I have been teacher and administrator. Currently I am on the bottom of the ladder, my sixth year of teaching at this college. I came to this region in 1965 and I have seen a lot of changes. My job here involves campus teaching, somewhat unofficially, this semester. I teach as a member of a village team, with a bunch of students who are being taught my course by facilitators and tutors, and I am the keeper of records. There are semesters that I travel five days a week. I teach courses in education and psychology right now. I have worked at the elementary and college level, and I never realized until I worked at the community college level that community colleges are so terrifically important to the students. People in the universities don't realize that and I think that university people in the assembly, I sat in the assembly when I was at the Fairbanks campus, it is difficult for them to see the necessity for community colleges. They're not professionally oriented to community colleges and yet, when you are working in a community college, one of the most exciting experiences is to see students who never thought they could achieve, achieve. These are the folks who live in the villages, not the people who come to our campus. Because when you come to the campus, you have made that commitment, but when you see the teacher come out, bring the boxes and all the stuff it takes to set up a class in your school or your community house, then it's exciting. You become a part of education. It's exciting for them. It is not cost-effective for me to go out there, it's not personally effective for me. I don't like sleeping on floors, but I do like teaching those students. I get a lot of 'strokes'. I have tried to figure out ways to deliver these classes in a better mode. I go to classes, I do everything I can to try to change my delivery system. As a college, a group of faculty members, we have come a long way. We have come to realize that we are not diluting classes, but that we have different systems and alternative modes of education. The worst thing to happen to this campus was the computer coming in here. We were more free-swinging before. We could stretch out time for a student to complete the mastery of a course. You say folks aren't stupid, they just don't have the basic skills. That's what community colleges are all about. We do not have the flexibility right now because we have to be cost-effective and fit into the mold. I don't deal with administration, I simply see what's going on. It's difficult to fit students into that mold. You sometimes feel you are cheating the students. I think telecommunications is going to help a lot. We have no money for development. The college does the best they can to assign us the ability to develop. We can't get television time because of the money. All the resources we can scrounge up we do use. We print and write our own books. We write our own study guides because the vocabularies are not applicable. If we spent all our time teaching vocabulary then we wouldn't get the course taught. I do think it is much more cost-effective to spend the money on education than on welfare, prisons, re-education; they should be able to come into the system whenever they want to. We have no way to take into account the cost of what we are really doing. Week end workshops bring in students.

Jane Southerland:

My other concern is the community college and university hassle. We have hassled that one for many years. Being the step-child of the university doesn't make sense. Until we can get some articulation, whether it be legislative or the separated system and we do our own thing, I can't see that it makes much difference. We simply don't have the articulation of our students with the university. We have been recommending that our students go to APU. We have no other place for them to go. They were more responsive than our own campuses at Fairbanks and Anchorage. Fairbanks is really trying and some of our students are there. We are pushing people to get BA degrees in education to become teachers in this area. That's why we have an education department at the community college.

Q: Do you have an opinion about tuition?

R: I think we should pay tuition, but adjust it in some way.

Q: Do you think a reduction from $25.00 to $15.00 would be an inducement or not?

R: If we could do it on a sliding scale, it would help.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Chuck Wade:

My name is Chuck Wade. Many of the things I wanted to say have been said. This is my fourth year as instructor in the business department. The first two-and-a-half years here, I spent traveling. Since the largest part of our student body is in the villages, the predominant mode of instruction out was traveling instructors. That was my first job here. Education was being well served by that, except for travel and the reluctance of teachers to travel constantly. With cost-effectiveness, we moved away from that to field center coordinator model. The part-time instructors are there in the village, and we hire someone to coordinate the instruction in several outlying villages. They live there and coordinate courses through someone like Jane Southerland who will be the instructor of record. The field center coordinators travel around and check on things. They also have people in the villages called monitors who are there at all times, to provide some feedback. Primary purpose here is that it has increased the credit-hour production. Instead of me going out and teaching in separate villages each night, these courses are ongoing in the village at all times. That has increased the student-hour production. Sort of a catch-22 in that the things Jane was talking about are no longer there. For example, it is no longer practical for me to go out there to teach an accounting course, because of what it would cost. Certain courses cannot be offered. We have people requesting that, but because of the money we don't go there. It gets more complicated than that, because of the need to utilize faculty. It is difficult for a teacher to break away and go out to teach, the mechanics of flying there and getting back to teach here. Couple that with the "fast shot" thing. People in the villages are not willing to stay with a semester course; difficult for them to do that, so we are caught there. We need to go to the villages, but we need to get away from putting a value on credit-hour production. You cannot equate what goes on in the villages to credit-hour production. I will go out and teach seven people how to do their income tax. That's seven credit hours and I have been out there a week. Something about cost-effectiveness that I hear about here is that Kuskokwim is the least cost-effective community college of the group. There are a lot of things that the instructors are doing that will provide value to the community and the villages. I have some information that I gathered. It would be more cost-effective if some of the barriers were removed. Look at the way we are evaluating here, look at the staffing patterns. There has been a great loss in faculty because of the decrease in enrollment in Bethel and rumors of increased cuts in funding so they cannot go to the villages. We should not be getting cut. We should be getting more money. The reason for not getting credit-hours is we are not spending the money.

Q: How do you feel about the split of the university and the community colleges?

R: There are wide differences. The university is not very responsive. There is budget competition. Being a faculty member, I have very little faith in the Board of Regents and their committment to the community college as evidenced by our recent contract and its problems.

Chuck Wade:

I have been here since 1977. Dr. O'Rourke was leaving, we had an acting person at that time . . George has been on the board - there has been some real problems there. I think the faculty and students have suffered because of the continual changes in administration. Everyone has been in limbo, no decisions about programs, no one willing or able to make them. I also think that the presant administration has been a little more receptive to some of the needs. I think if we can stabilize that, as with the accreditation study, that was one of the first priorities to stabilize that.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Judy Farley:

My name is Judy. I am the community education coordinator here at Kuskokwim Community College. In this region community education is funded by KCC and the Lower Kuskokwim School District on a state-awarded grant. We directly serve Bethel and 22 villages, and provide as much assistance to other villages served by KCC. Community education is divided into six basic parts, adults and special interest groups, integration of the K-12 program, interagency cooperation, maximum use of facilities, services to youth, and community development and involvment. In meeting each of the components, the services of Kuskokwim Community College are to reach all age groups and to accommodate a greater variety of community needs and interests. This extension of services has become increasingly valuable to the college as community education grows and develops a reputation for community-centered responsibility. Most community education classes are free or low cost and are offered in time periods to supplement the regular college curriculum, such as one-time workshops or one evening lectures of short term non-credit classes. As reflected by attendance at community educational activities, formats and types of classes that we provide fit the needs of the area. Many of the people in this area are not interested in long-term credit classes or going on to a four-year university. This is not to say that KCC should not continue to provide academic courses. The fact is, the needs of this region are very different from those of other regions, especially the urban areas, and the community college should adapt itself to meet those needs.

Q: Should we eliminate or reduce tuition?

R: In community education we do not charge tuition because our courses are non-credit. I don't think it makes any difference as far as attendance goes.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Jackie Duman:

I am Jackie Duman, the director of the Tundra Women's Coalition. I run the crisis line and resource center in town. We just had a regional women's conference. It was really nice to have the college work with us and give us space so that we could bring in over 200 people to Bethel, benefiting everyone. First, the steering committee was not from the community college per se, not being paid by the community college. Some were people who work there but primarily from the region. I think that is one of the roles of the community college. I think that a conference there will bring in more people taking classes. I would like to encourage the college to do that more often for the benefit of the whole area. Secondly, the non-profit organizations; we have a lot of people on staff that are entry-level and need skills. The college has been responsive to our needs. We can't send people for full-time, we need short term classes, but I think there are a lot of non-profit organizations in this community that need the same kind of thing. Bethel is growing. But we don't have a lot of accountants around and our need is there. My accountant doesn't need to go through a full accounting course; entry level skills would be sufficient to take care of our books, work with us, grow and learn. They need people to help them. I see the community college as being the resource. The faculty needs to have time. In the past they have, but it's getting tighter. There needs to be ways of getting and sharing information. I don't want this community college being curtailed in its responsibility to the community. Lots of businesses here go under and I think it's lack of skill. Ours is a low-funded program and it's nice to have tuition reduced from $25.00 to $15.00, real encouragement for me to pay my staff to come and take classes. We use CETA and they can get more training. If tuition is brought down, I support that.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Phyllis Marow:

I am Phyllis Marow and I am coordinator of the Yupik language center. You are going to be hearing something like a cracked record, each one of us claiming that we have different needs here than anywhere else. I am going to repeat that because the language center is unique here and also within the college. To begin with, strictly academic functions, teaching classes is only one component of our job. We have courses for both speakers of the language and non-speakers wishing to learn the language. In addition to that, Jane mentioned that we all have to develop our own materials. There is something unique about developing language materials. There are very many Yupik language texts. The ones there are have been generated by the Yupik center and the Alaska Native Language Center in Fairbanks. We are trying to fill all the needs of the Yupik reading public, reading materials on a general level. We are producing texts for our college courses which could be adapted for high school use, materials which could be drawn upon for curriculum use in elementary school. So, we are a resource center as well as an academic center for the college. We provide workshop services in things like tape transcription and translation technique for translation teacher training. This gives us certain problems in terms of how we fit in with the college in credit-hour production and contact-hours. We have the feeling of less flexibility in our functions even without strict formula funding, because we have the problem of justifying the expansion of our program, funding of our program, when not all of our programs are shown directly in terms of credit-hour production or contact-hours. In fact, our potential for expansion is quite large in services that we can and should fill for the community. There is no one else filling them. This center was moved from Fairbanks because this is where the language is spoken and the needs can be met. It is good to have the services under the community college, because we can draw on those resources. We cooperate with their bilingual teacher training program. We can also offer courses at the college. The third reason is that having a hard funding source makes life much easier for us. We have great potential, but we would like to have a solid funding source so that we don't have to worry about losing half of our staff.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Chase:

My position is full-time faculty member teaching introductory for non-speaking, revising materials for that, working on materials for a second semester course, hopefully teaching this spring. It is different than most of what goes on around here, because a year ago I came originally on a small pocket of money that George found while we were sure we could get grant money to pay for this. So, I came on soft money. Then we started teaching, basically having spent a year working 3/4 time - 200 pages for non-speakers four-credit course, the only program going on in the state like this. The only place where a native language is being taught at the college level (grammar is taught at Fairbanks, but not courses to learn to speak the language). The other facet of that research is that socio-English is important - what to say and how to say it using the accurate words. An example is in some cultures you do not ask a man about his wife even if you have met his family. That's seen as an impolite thing to do. Things such as eye contact, what's appropriate, none of that's been researched before. As well as developing linquistic materials, we are trying to develop socialistic materials so students can learn to effectively communicate. The local school district is contracting out in Anchorage. I am concerned that if KCC becomes part of the school district, that function will be lost. The local school district is contracting out in Anchorage for development of linguistic materials.

Comment from Phyllis Marrow:

Another point to tie that up would be is that the community we serve is even larger than the 57 villages. The kinds of materials that Chase is talking about developing, we have statewide interest of people wanting to use that as a model for developing language programs in other Alaskan native languages. We are doing linguistic research that is of interest internationally. These are functions generally associated with the four-year college and I think they are appropriate here. I would like to see them preserved within the definition of the community college.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

John DeAulder:

What I have to say has been said before, but I can give you some figures. We service 57 villages in this area, actively 32. The reason for this is that we only have budget for 32. Out of the 32 we have 320 students registered and taking credit clases, plus part-time. Totally, we have about 1200. Some of the problems that we face in this program are to find out what needs are, communication problems, some of the villages have only one phone. Mail to the villages can take up to three months. We take verbal commitments over the radio or phone, so we send materials. Logistically there are some problems. It takes a tremendous amount of time and more money than we realize.

Q: How do you decide which of the villages you are going to serve? Separate councils? Who makes the decision?

R: In Alaska, for years we have been using grant money, and we have to serve them first. The others are basically where we have been before. Some are very small, so ones with more people are more practical. This is playing to the credit-hour game. Major house fires in the villages presents a need for house-wiring courses. Some villages, because of land claims, etc., need sophisticated accounting systems. St. Mary's wants theory of accounting because they are moving. In the next six years they want to become independent. They have paid for several students to get degrees in accounting, but they go to Anchorage because that is where the money is. What they are telling me is that if we can serve the people in these villages, they think they can get them to stay. Once they have seen the city, they don't want to come back to the village. We don't wait for requests, so there is a need for the survey. We have listed all the villages, all of the classes we have conducted successfully, then looked at the budget and said this is what we can do.

Q: I was wondering if you have specific ideas of ways of measuring the social benefits of bush education as opposed to cost-effectiveness?

R: We don't have any figures as a corporation showing profit. We don't have that many people interested in credits and going all the way up, but we do have people interested in bettering themselves. Speaking of survival, you can survive in a village with a sixth grade education. The thing that provides incentive is not in the village. It is what is practical and what will do us good right now. I don't think you can get it down to one system to get it back to you. They have to actually see the result. In terms of the language, which is dying in some places, they see their children coming home being able to read and write their language and it interests them. They say, "We can't do that, we can't provide that for our children. You can, it's a wonderful program."

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Mike Lyman:

There are village residents generally in this area who provide the home care for their villages. They have lived all their lives there, with families, and with no intention of leaving. They are the only non-transient home care providers in the villages. There are public health nurses, doctors and health aides who are the only ones there day and night. Health aides are not interested in formal education, but they can learn the immediate needs in their villages. They don't really have the desire to go on to become doctors, nurses. They are more interested in staying in their villages. Their training consists of three different three-week programs. They come into Bethel and work at the hospital for the three all-day sessions. They learn how to gather information and to provide what is ordered by a doctor. We do give them credits, but that is a difficult way to say they have done a good job. I think the care they give in the village is a better indication of how we are doing than how many credit-hours. Making our programs work with the university system is difficult, because these people don't generally intend to carry on their education. This is frequently the only education past high school that they have need for.

Q: Who chooses these people? Would they necessarily have to have a high school diploma?

R: The village council. No, but a lot of the younger ones now have a diploma.

Q: Do you see this as a program that will have a decrease in need; therefore, in enrollment?

R: No, because there is always a turnover in the villages.

Q: Do they leave the village?

R: No, but because of the 24-hour call they get burned-out. We are starting Monday an advanced curriculum for a group of villages who have a problem, and the health aides have asked for more training in this area. We are trying it out in a two-week session.

Q: You are developing some new courses?

R: Yes.

Q: Do you receive funding from public health or is it funded out of the college?

R: We are funded by the local health corporation - funds to the college to provide this service.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

George Irvin:

I am George Irvin, president for Kuskokwim Community College. I have been in this position for a year, since fall of 1979. Prior to that I had experience in human service programs and poverty programs throughout rural Alaska. I would like to address some specific questions, then go on to more general questions that we have been discussing concerning the adequacy of programing cost-effectiveness, etc. Regarding the question of governments, and the relationship between local policy bodies and larger statewide authorities for postsecondary education, I'd like to suggest this. Whether the structure of community colleges goes towards the grades 13 and 14 model or towards a separate autonomous community college system or remains integrated in the University of Alaska, I would like to come down hard on the side of the local policy control, considerably beyond advisory functions that are generally delegated to advisory policy councils now. I think that we ought to try to maximize the local control of a representative body to govern the community college in certain specific senses, within the broader authority, whatever statewide board of trustees or Board of Regents there may be. I think that certain specific functions must be delegated and I would recommend that the legislature seriously consider writing into the statutes legislation that affects the structure of the University of Alaska and the community colleges. That it not be left to the system itself to design this and to make the system and to the delegation of it. If that is the case the system could always take it back, if not in name, then in fact. I think the local control of the community colleges would be well-served by putting it in the statutes and by saying something to the following effect. That in the case of every recognized community college in the system there shall be a representative body and perhaps a composition formula, or some basic minimum standard of composition should be laid out whereby a number or a range of seats could be listed and, perhaps, it would also be indicated how those people would be nominated or chosen or elected to get to a community college council. It would recommend that the term used to name this kind of a group be changed from a policy advisory council to something like a community college council, because when you get the word advisory in there, I am going to suggest certain powers, specific functions that are beyond advisory. They are mandatory consent-giving powers, although there could be advice on any matter of public policy within the university system or independent system. With regard to the way in which members of such a community college council would get to that council, I have heard suggestions discussed at the chancellor's council level ranging all the way from agency representation. You will see the layout or composition of our own 14-member policy advisory with eight agency representatives, five village representatives and one current student representative, each of those not selected by the administration of the college, but selected by that appropriate agency or that cluster of villages or the full-time student body in an electoral process. I have heard that kind of model suggested for the electoral process. I have even heard it taken to the extent that if you really want to have a representative body at the local level, put them on the ballot the same way you do school district boards at the regular November or October elections and elect them that way. If it were written into the statute legislation it would be a function of governments of community colleges.

George Irvin:

You could get them into the state electoral system. That, after all, is the bottom line when you are talking about democratic process. However, I would like to guarantee that in an area like the one served by Kuskokwim, a certain distribution of seats according to sub-regional areas be guaranteed in order that a community the size of Bethel not totally dominate the electoral process because of its numbers. I would like to suggest that the functions of such a community college council, in addition to advisory powers on any matter, whether it be within an integrated system or a separate autonomous system; that there be an addition to this, three specific mandatory consent-giving functions. Number one: I think that the chief executive officer, the president of the community college, should neither be hired nor fired by the statewide system without the consent of the policy advisory council. The current system is that way. Pat O'Rourke will not hire nor will he terminate the employment of any of the community college presidents without the consent of the PAC. I have seen him get into disagreements with PAC and he has yielded until he can get an agreement with them. They both must consent to the choice of the action. I would like to see that written into the legislation because if Pat O'Rourke leaves and you get a new kind of person in, you will get a different kind of attitude toward local control. That is endemic to large scale institutions. Number two: I would suggest that no operating budget and no planned budget be submitted without approval by the council. The planned budget is about 15 months ahead, being sent in ahead to the Board of Regents, the governor, then to the legislature, then it comes back after the legislative session. The operating budget is set up on July 1 when the new appropriation comes in. Both budgets should not go ahead without the approval of the policy council or community college council. The third thing I would recommend is no new program be forwarded for approval of the Board of Regents. As Ron was asking about, which powers rest at the local level? The Board of Regents must approve the offering of any programs that lead to any kind of degree or certificate. No such new programs should be put into operation and forwarded to the Board of Regents until approved by the community college council, likewise the ending of any program. There could be other specific functions, but if you look at programming, chief-executive officer and money, that's where it really rests. That is the way you define what your community college is going to be.

Q: Does the system include budget planning?

R: It does because it has been delegated in a general sense by the Board of Regents. The board considers its authority from here to here and it takes certain specific narrower functions within that and gives them to PAC. I would like to see it written into statute legislation, and I think you get at the real controls of power when you get to money.

Q: I want to get clear on this. When you prepare your budget, you turn it over to the PAC?

R: Yes.

Q: Can they say they don't like this?

R: Yes, they can say that and refuse to forward it at this stage of the game. O'Rourke's running it this way. If they refuse, then he would not take it from me, nor any new programs that have not been adopted by the advisory council. That doesn't mean that the statewide body would be bound to fund all the decisions that would be coming up because of each of the campuses, and each of the budget request units would be competing for the finite number of dollars. It would be up to the statewide system to make final allocations as it goes into the governor's budget. They would have that authority, but they would not be able to make certain kinds of academic policy decisions without some real consent of the local level. As you get into it, you will get some practical suggestions. If it went to the grades 13 and 14, the local control would be addressed to the school board composition and the electorate method.

Q: Do you have an opinion on another kind of structure which would have a controlling body at the top that was not the Board of Regents, then underneath that a board or council that you were talking about? I am talking about the top level body that theoretically does not have a bias to one college or the other.

R: I have not heard that model discussed before, it is not one of the popular three. I am a little bit concerned about proliferation of layers in decision-making for a state of 400,000, fewer than a city the size of Sacramento. We are really getting one of everything for every citizen and I would encourage, my own position, in regard to the three options to maintain the existing system, if only because I have grave concerns about the two alternatives. I have concerns about the existing system. I would generally recommend against the separation model, the independent community college system, because I think it may best serve two-year institutions in their budgetary process, their direct access to the legislative appropriations process, etc. I am not sure that it improves the quality of education, nor do I feel that from the point-of-view of the student and the public it makes it a coherent system. We already have the Board of Regents responsible for one kind of education, a state board of education with district school boards underneath it that are responsible for another kind. If we were to stick in a third between that, I think that for students, particularly the ones we serve here, becomes less and less a coherent system. I don't think that articulation and the transferability of credits within a further fractured system would be assisted. It might be worse than it is now. The example of our having to go to Alaska Pacific University to go on from AA degrees in education, to bachelors degrees in education, I think is pathetic, a terrible commentary on the statewide system. However, I am not convinced that a separation model would not make it worse. You were talking about a non-biased postsecondary board, one for four-year and one for two-year institutions?

Q: I mean in very general terms, the thrust to a full-time body, not the one we have now, which in many people's minds have a bias. An objective body that has some real power over budget and other things. I also see the need for what you are advocating, which is, in my mind, extremely important that there might be some way to work the local control you were talking about into a system which would still coordinate.

George Irvin:

R: I think it is, the question is not how do you fit local control into whatever kind of statewide authority. The question is, how do you get a statewide authority that is equally unbiased toward community-based non-credit-bearing community college activity, as well a degree programs on the Fairbanks campus. Frankly, if I had my 'druthers' that would be what the statewide university Board of Regents would be. Is that really what we would like to have? It is not, because community colleges in comparison with four-year institutions are rather novel entities that have come along in the public vogue in the last couple of decades in Alaska out of Anchorage as a model. In the bush they are even newer phenomena. I tend to think along with Diane Carpenter's testimony to see a glimmering of light, as a result of some changes in the Board of Regents' membership, some increasing evidence of interest on their part and dedication to community colleges as well as the four-year institutions. I think a lot of it has to do with Pat O'Rourke and the fact that he obviously has one of the best staffs, one of the best planning and budgeting processes, and when he goes in to deal with the Board of Regents he is very effective in putting forward this kind of interests. He is as effective with his heterogeneous grab-bag of institutions that he represents as the other chancellors will ever be. Whether that long-term educational process will come out to be something that is a balanced, unbiased Board of Regents, I don't know. The only problem I have with two systems coming up is that it just gets out of hand after a while. I would like to suggest a couple of other major considerations as to my concern about the proliferation of institutions in my opposition to the separation model. I am concerned about the cost-effectiveness and duplication of administrative systems, as John Shuler mentioned. After three or four years of being kicked royally by the legislature and public opinion, it has gotten its management down to a science. It is being computerized. They are enormously talented people who are involved in it in Fairbanks and there is a statewide system that feeds into the computer. If you separate you are going to have to have some mechanism for duplicating that and it will cost more money. I am also concerned about the function we perform at the college in addition to the provision for lower-division instruction in that we try to act like a broker and a facilitator for upper division graduate level instruction from the other institutions - the degree granting ones. There are requests that we get all the time for upper-division and graduate level courses that we try to levy through Marjorie Walker, the Dean of Rural Education. For example, I was in Mountain Village and Walter Brown, the School Superintendent of the Lower Yukon School District said, "If I had one thing from the University of Alaska, I would like to get some graduate level courses for my principals and my staff in this school district in Alaska School Law, Alaska School Finance and Basic Administrative Procedures for Educational Institutions. Could you get that for me?" I am going to get that for him. It will be delivered out of some degree-granting or credit-granting institutions, but I don't know how we are going to deliver it yet. We will play that brokerage function. If we were totally separate we might not have that 'in'. Remember, there is not that much out here, we are the University of Alaska. I have endeavored to pull all functions of that statewide university system into this building, extension service, besides the community college function. I think there is a value in a region of 19,000 people having one coherent place to go to make connections for postsecondary education. I am impressed with the

George Irvin:

commitment, not only that which Pat O'Rourke has to community college education, but that Dr. Barton has, to his idea of what a land-grant, community-based,community-responsive college/university system ought to be.

Up until now I have not heard a great demand from the public for a separation or for grades 13 and 14. If you hear it as a result of your hearings, if people are coming in, in addition to ourselves, who work for the system, and they are telling you to go one way then I would be willing to change my mind. What I am hearing is that the major impetus from it is coming from administrators or faculty. Be careful with that. Don't make your choices on the basis of what the people who work for the institution, me or somebody else, tell you, exclusively. You want to listen to students. A lot of the students and a lot of the public don't have an opinion on this issue because they don't know what it would be. Even if you go to a separate community college system, Kuskokwin is going to have to compete for dollars in the rural-urban split. Now, I know that we have a good deal in that we have a very effective state senator who assists us with appropriations to this community college. We have a very sympathetic chancellor for rural education for the interest of native education because he was the executive director of this community college. If we went into a separate system, we would still have to compete with other community colleges. We might have more of a concentration on community college activities and not be played off against four-year university activities. I am not sure I would be getting as much money as I am now getting, if that were the way the pie was being cut. Kuskokwim would be third in line for size. It is often said that the reason for separation of community colleges from the existing system is that community colleges provide more credit-hour production and more contact-hour production than do the four-year institutions and they are not getting their fair share of the dollars. I'd like to suggest this for the sake of maintaining coherent postsecondary capability, so that it's understandable, so that people who are students can still answer to the question of an appropriate allocation of funds putting the money where the productivity is. Why don't you keep a centralized, integrated statewide University of Alaska system and come up with formula funding for distribution of the funds? There are some facts that you might want to consider. Credit-hour production is only one thing to look at. It is worth looking at but as it fits with community colleges, there has been extensive testimony given here. It does not apply to us. The majority of the students here are not heading toward a degree, not on a course of study. They are taking it because they are taking it, because they are interested in it. Workshops are the rule here. The full-time student going for an AA is the exception. Consider putting a lot of weight on contact-hour production. Total number of hours of instruction whether it be community ed, directed toward degrees, credit-bearing or not. After all, that is the core function of the community college. I would look at that in terms of what is really turned out, for judging where the public is getting its dollar's worth. Finally there is this: I think there is value in keeping a community college and the four-year institution in an integrated system in order that we don't separate it into a proliferation of institutions, make further our problems of articulation. In the public's mind there is a certain image value in the fact that

George Irvin:

the community college is a part of the university. The word university means something. If you break it out into two separate systems, even though you won't intend to, there is an inevitable image in the public mind that separates the two systems into superior and inferior education, as if they were tracks. That is, the ones that are academic elite go to the university. I like having that name there, I like the prestige of it, the importance of it. I don't think the grades 13 and 14 will work in Anchorage or Fairbanks, the large, urban areas. When you get to the bush, it will only work in those areas where the secondary system is ready to take it and public opinion is with it. We are dealing with at least four separate school districts here. I would be very careful about turning community colleges over to the resource centers; they have their problems. Keep this in mind, because of the newness of the REAA's and the breakup of the old state operated school system. Native education in this state at the secondary level has an enormous attrition rate. We have seen statistics in some places in excess of 80% dropout rate between the 8th grade and before they graduate from 12th grade. Whatever the legislature decides to do, if there is to be any change, at least give one full year for all this administrative change, including land transfer and records. I would emphasize the need for the integration of systems. Ask yourselves from the point-of-view of the public, will the new systems significantly improve the quality and the quantity of postsecondary educaion?

Q: Is it true that you would like to see institutionalization of some of the things you have seen Pat O'Rourke do? Somehow getting those things written into legislation so that when the person leaves they will remain?

R: With regard to local government control, yes.

Q: Regarding structure?

R: With regard to structure, I would say that I prefer to see it continue and we try to improve the existing structure. The integrated University of Alaska model.

Q: How would you see resolving some of the problems talked about today? The emphasis on credit-hour production, problems with lack of flexibility, problem of not understanding the full function of the community college. What could be done to improve?

R: You know something, I am coming to the conclusion that there is a pattern in bush Alaska, that has a definite tendency to blame certain things on larger statewide institutions, that doesn't understand our needs. That definite lack of understanding of the bush; most people who live in urban Alaska have no idea. Native people have a far better understanding of Anchorage than Anchorage does of the bush. However, there is a game to be played on the part of rural Alaska in dealing with urban Alaska and that is, no matter what went wrong, it is always somebody else's fault. Frankly, I don't think we are that constrained out here. I think there is an enormous amount of freedom within the existing situation. I think if we come to our concensus in this community as to the appropriate uses of money for education and we really push the idea of contact-hours as opposed to credit-hours, we

George Irvin:

will continue to get an appropriate amount of funding. I don't see us being constrained by philosophical attitudes at the Board of Regents' level, as long as Pat is fighting for them, and he is changing attitudes little by little. We are getting away with some very experimental stuff. He just sold a special $100,000 wilderness college project that Senator Hohman got for us, half of which is to be in short one-credit workshops and non-credit workshops in villages. Older Yupik people will teach younger ones the culture and survival skills, the subsistence skills. The initial reaction of some members of the Board of Regents was, why are we putting public money into this kind of thing? They can teach their own kids. You could say the same thing to white people.

Q: You get away with anything, but if you didn't have particular people in particular places, if you didn't have that, then the system doesn't really support?

R: I'd be willing to bet that one of the reasons the college has come to the point that it has, with the sloping off of the full-time enrollments, and credit-hour production, doesn't have to do with the attitudes of the Board of Regents so much as some of the attitudes that were here at the founding of the community college and the attitude of administrators, faculty members and the public that we would have out here a comprehensive community college that would give degrees, academic transfer programs, good vocational training for jobs, in addition to all the non-credit bearing community education in the villages and in Bethel. We are beginning to see that if you take the five basic functions of a community college, academic and transfer programs, vocational career training programs, developmental or remedial education, community adult continuing education, those four kinds of basic instruction, and the fifth one is student support services. By that we mean recruitment,advisement,counseling, student financial aid, admissions and records, all of those things that support Bethel and village campus students in the pursuit of those kinds of instruction. We can do some of each of the four; there is a role for transfer programs. We will have to set it up in such a way as to recruit specifically for it. It would be a small program, would run with specific AA requirements and options available to the student to transfer thereafter. We can run vocational and career programs. I'll tell you which ones work - education, health and early childhood education. We are operating those three now. Why do they work, why do people stick with them through a certificate or a degree? Course of study? Some of them, as Jane Southerland was saying, have been in the program for ten years, gradually piling up these credits until they get 60, because it is realistic to them. They don't want to leave the village. They want the instruction there. They want to be part-time students in the village. Many are in their thirties, forties or older. They are already working in the school system or in the health aid clinic or Headstart program. This is real life for them. They have families. They can't come and be full-time students, but they are some of our most goal-oriented students. Stick-to-itiveness is a virtue in this kind of thing. Why? Because they are already working. They see economic benefits. Career advancement ladders have been put into their career tracks that pay off for them in concrete terms, and because these are the few kinds of jobs that really exist year 'round in the village. With the exception of a small commercial fishing industry with river boats and stern-kickers, the only real industry in the region is government and the provision of public services. Education first, quantatively, health second. When you get beyond that definition of career and vocational

George Irvin:

education you get into preparing people to become carpenters, pilots, electricians. You had better know what you are doing, better not prepare people for jobs that don't exist.

Here is a final thing on career and education. It is not unheard of to train people for jobs not in this region, but exist outside the region, because lots of native people, both men and women, live their lives between the village and elsewhere. They will go out for a certain part of the year to work and bring cash back. The subsistence economy is very important to them, not only economically but culturally, and they don't want to choose between them. They want to be modern, bilingual, a combination of things that makes them a third thing that has a value in and of itself. As they put the bits and pieces of culture together, it is the role and responsibility of institutions providing career,vocational as well as academic, education to help them make those choices, to have a perspective on what's available to put together combinations of things instead of going one way or the other which is ridiculous in modern rural Alaska. We can do some kinds of transfer and academic programs, not all kinds. It won't be a whole comprehensive liberal arts college, because we haven't got the population and would end up cancelling 99% of the courses. We can do some kinds of vocational and career education, but it won't be a wide panoply because of the economic nature of this region. We can do a lot of adult and continuing education and I would say that that is the fertile field for the future balanced with the other things. Developmental or remedial education is a part of all of them and is absolutely critical because what you are looking at is one of the most traditional groups left in the United States by language or by culture. They are just coming out of high schools with inadequate kinds of skills to deal with any level of postsecondary structure. We have to look at what people do, what works, and we have to put our dollars there. Pat O'Rourke's figures were for Kuskokwim, the cost per credit hour adjusted to an Anchorage base, putting in cost of living as $169.10 per credit hour. That doesn't take into consideration all the contact hours for non-credit, etc.

A couple of comments on tuition. I am torn between two principles; the liberal side of me says that every human being, now that we've got the money, ought to have a lifelong entitlement to free postsecondary education; same way it is for secondary and primary education. Frankly, I would like to see lifelong entitlement to free health services in Alaska, too. The other side says less than half of the grades we gave out in the fall semester were A, B, C or D. More than 50% were incompletes or withdrawals. Who is signing up and why are they not finishing? What is the personal investment that will hold people's attention and stick-to-itiveness? I think the reality of it is this; that even if we required tuition, 90% of the people in this region are not paying their own, they are paid for by agencies, so it is a charade. Really what we have, in effect, is lifelong entitlement because it is coming from federal dollars. We already have it. We ought to legitimize it, stop kidding ourselves. In fact, very few people are paying any kind of tuition. As John mentioned, it is something of a burden to handle this cost-receivable category. $136,000 is what we are required to raise in tuition and fees this year out of about 2.8 million dollars total budget. It's not a lot of money in comparison to the rest, and I don't think it's doing much in accomplishing the idea of getting people to invest in their education. They know it's a game. I would like to have the college take a position that breaks the welfare syndrome out here. I am disturbed about the degree in which everything is handed over and there is often not a required response from the recipient population. I am worried about the concept of a recipient population, about what happens to people when one economy declines and another does not come up. With subsistence economy the traditional economy goes down, but the cash economy does not come up in term of income-generating jobs. What happens in a situation like that is one of two things; either out-migration, people leave because they can't make it any longer, they can't survive, or you get a permanent welfare culture. That is what happened in Appalachia when the mines closed in West Virginia. Some went to Pittsburgh and Wheeling to work in the steel plants and changed. They became different kinds of people. Others sat on the porch with a wringer washer. There are people who have not worked for two and three generations in West Virginia. The same thing is true in the south side of Chicago. There are black families, generally headed by women with dependent children, who have been on welfare for two, three and sometimes four generations. These are Americans who cannot take care of themselves, and so I would not like to see one of the most independent and noble groups of people in the country gradually squeezed by economic circumstances, of rising fuel costs, because they are dependent on diesel fuel (they are not burning wood), the rising cost of food and all other things of a declining subsistence economy and a non-correspondent rise in a cash-generating economy. I would not like to see them forced out of the village lifestyle to become permanent dependencies of the federal government, BIA or the state social services. Anything this college can do to help individual people, families and communities, and the community here is the village, those three units of human life. Anything we can do to help people take care of themselves through academic education, vocational, community or whatever is the appropriate goal here, because I am really concerned about the future of the modern Yupik culture I was talking about, about its capacity to take care of itself in the coming economic crunch. These people will be hit harder than any other group of Americans by the general inflation and the rise in energy costs. In those terms, yes, I would like to break the welfare syndrome. I would like people to make an investment. But it is not working, so probably it would be best to just "fess up to it", let's get rid of it, admit to the lifelong entitlement. We have the money now, why not give it to the people. Then I think they will stick with courses, not because they put in the money, but because the courses are appropriately organized. They are not 14-week courses, they are maybe one-week courses or three-day courses. Maybe we have to figure out the instructional content methods to get some completion.

Q: Do you have any idea how much it costs to collect that $136,000 tuition?

R: No, but a lot of people are involved, those people would be doing other things. I think the cost is the draining off of people's energy in nit-wit paper work that would be better put toward instruction with some imaginative thinking.

I would say the primary barrier to postsecondary education in this region is not money. It is distance, geography. How we solve that in appropriate quality education is the real nature of the problem here. Balancing the

George Irvin:

urban campus (Bethel) with village instruction and the various instructional functions that I mentioned to get an appropriate cost-effective use of the public dollar is what it's all about.

Q: What should be mandated in order to have a more appropriate recognition by the statewide university system of the needs of the rural community colleges?

R: I am a little bit leery about this. I believe in the separation of politics in the legislature on the one hand and postsecondary education on the other. I don't want the politicians telling the University of Alaska what it is going to deliver. I do think that the message has to be put across by public opinion, by legislation and by people like ourselves who are working within the system, the Pat O'Rourkes, people like that. That 14-week model with career, academic leading towards two-year or one-year certificates and degrees will be a minority of what we do in rural Alaska and the majority will be just as valuable. We have to face up to some of our cultural biases that are institutionalized in our budgetary processes, in our academic calendars, our union contracts.

Next term we would like to try an eleven-week semester. The worst problem is dealing with the contract in terms of fitting an appropriate academic calendar to the needs of village people and getting it fit with the work rights of full-time teachers. From the point-of-view of village people, the difference between the union and the university are minuscule; they're just all white people arguing among themselves. Moving the whole system, including the contract, putting the interests of the people who work for it, directing it toward an appropriate flexibility is enormously difficult. Not just the Board of Regents. I think it is a long-term process in the general thinking of the public, the legislative, the Board of Regents and so on. I don't think the problem will be solved by a separation.

Q: You do think there is progress being made?

R: Definitely. I agree with Diane Carpenter's testimony concerning changes she has seen. It's a little bit better. There is no doubt, however, that the demands of the four-year institution with definition of credits and degrees, a much more traditional south-48 model, occupies the attention of the Board of Regents. Little by little this is getting across and it will take a long time to change direction. I also don't think that we are not all that constrained by them. It's a gradual process of explaining to urban statewide institutionalized Alaskan-mentality government what the differences are, without overplaying the hand and constantly 'poor-mouthing' ourselves. I think we haven't put forth that kind of effort.

Q: Do you think the union will be receptive to changing.

R: I don't know. When you deal with a statewide system where there is a union on one hand and the administration on the other, and you are trying to get something that is appropriate to your institution, you often find that when you ask for it it suddenly becomes a little piece in a much larger game. An example is the 11-week semester, which is an appropriate model for

George Irvin:

us to try here on the Bethel campus. The case there is all such workloads for the bargaining unit members, contracts signed, would-be exceptions to the existing contract and the union because of a much larger issue having to do with fifth part assignments. So you see it could be stymied right there. We have come up against a statewide system all with their own processes and we can't get through. It is not just the Board of Regents. That could exist in a separated system as well.

Q: But not under a 13 and 14th?

R: Under a 13 and 14 grade there would be a different union system and there would be local control. They would be under the general allegiance of the Department of Education, the state school board and the Board of Education. I haven't heard from the union ACCFT what they think about that.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Rosemary Porter:

I am Rosemary Porter, publisher of the local newspaper, the Tundra Times, in Bethel. I believe the community college system should live up to its name. Being a community college should mean that the college responds to the community's spoken need for education and the unspoken but obvious needs. The community college should respond to the community as it finds it, rather than the way it thinks it should be. It should be adaptable enough to respond to the needs of teachers as an example and others who need continuing upper division in graduate work to fill their employment requirements. It should respond to special and cultural needs, the elderly, youth, disabled and do it in such a way that it fits into the community's lifestyle. The community college should take an active part in the social economic and cultural future of the community in which it exists. In this region, the need for creative construction leisure time activities is great. It can fulfill its responsibility by providing a wide variety of interesting courses for the public. Specific courses on such subjects as income tax preparation, home building, refrigeration repair, furnace repair and the like would be beneficial in an area like this where there are few if any technical businesses. That's what I mean when I say that the community college should take the community as it finds it. Educationally the college may be bound by some urban-made rule that classes must pay their way by having a certain number of students enrolled. In this area that may not be possible. Should the class not be taught because there are only five or eight students anxious to enroll? Wouldn't it be better for the area to have that many people educated in certain areas than none. The needs of this area are so pronounced, so obvious to most of us, that any group of two or three people could sit down and compile a lengthy list and it would be, in all probability, as accurate as many well-financed subjects. What I am saying is we don't need studies, we need programs. Out here the association with the university disadvantages the community college in its ability to respond to the community. As in many cases with the state and federal government when the establishments are centrally organized, authority as well as regulations tend to be those of the central ring, inflexible and even impossible for unorthodox or unique areas to carry out. We are living in a very big state. The area concentration up here is as large as the state of Oregon. One master plan simply will not fit. It is not elastic enough to answer the needs of all the communities. The obvious answer to me is to sever the connection between the university and the community colleges, stop combining elephants and mice. The community college can survive, even thrive in this and other small communities. It must be given much greater autonomy or complete separation from the mother organization. The community college must have the freedom to act out of its pocket, so to speak, to break new ground when necessary, and to respond quickly when something is happening in the community. In that way the community college will be able to accept its responsibility and be able to give what is needed here without specific comments about what George Irvin said about the economy of the area. One out of every three people here works for the federal state or municipal government. Big deal! Do we have to accept this part of Alaska as it is? I view the community college as one

Rosemary Porter:

of the single driving forces in this area that can change that pattern. In the summer here, just about half of all the people work for private industry. That's a big gain in the eight years since I have been here. That's a pretty damn big gain. I think it can go even further. Why don't we have jobs? Because there are no businesses, the people don't know how to run businesses. The stores fail because people don't know how to stock, how to buy or price. Who knows, they're out there and they are not going to come here to go to school. What about all the jobs that are available in industry. People in town can't hire anyone who can measure linoleum or carpeting. They are not getting it in the high schools. There we are going to have to do the work, remedial work. As George was saying, maybe that won't be in 14-week courses. Maybe it is a one-week course on how to measure linoleum and carpeting, but that person will be able to hold down a job that will be valuable to one of the businesses here and will be a productive member of society. There are a lot of other jobs here. We have no refrigeration repair, no TV repair, no plumbers, virtually no electricians. Even at the lower level of repair you cannot get something fixed here. There is an economy here to be born, I think it's started. If you could understand what a cutting edge the community college could be here against the welfare system. I don't believe we are in too much trouble as far as welfare itself is concerned. In fact, I had my staff research that just a short time ago to see how many people here were on welfare. We came up on a per capita percentage basis much, much lower than Chicago or any of the urban centers in the rest of the nation. We get a lot of handouts. So does Anchorage. A hundred million a year from the feds for education. We are all on the dole. Let's not kid ourselves. Rural Alaska isn't the only place.

Urban people like to say that they don't like the division between urban and rural. Urban people live off the resources that are in rural Alaska. They don't know that. There is no reason for Anchorage to exist. There are no inherent good things there. There is nothing going for Anchorage or Juneau except as a service center for rural Alaska. You get the timber, fish, oil from rural Alaska. Anchorage is a service depot, all government workers, people servicing the rural area, that's it. Bethel is too, we are in the service industry, transportation, the dock, the airport. This is the second busiest airport in the state. Something like 14th or 15th in the nation. There is industry here. There are jobs to be had and we need people trained for them. Multi-billion industry sitting just off our coast. We need people trained for that if the state would ever get off its ass and really get serious about funding something as a viable alternative to our nonrenewable resources. We would have an industry. This is serious. We need on-shore canneries and processing plants. There is an investigation in Bethel going on to see if we can have some kind of processing plant here, so our fishermen can get a better price for their fish, have quality control and we don't have to sell when the market is bad. We can hold back. There are a lot of things going on out here, a very exciting area and I think the community college can be in the forefront of that.

I see the university system as very exclusive. I lived in Anchorage for a long time as a student. Talk to the students. How did they know that the university hated the community colleges? How did we know they were undermining

Rosemary Porter:

it? Every single student I knew, and there were many, felt that they were being tossed about by the university. You are taking a community college class. How do you get it transferred over to the university for credit? You want a degree. You talk about separation, I don't think it could be any more separate than if they were indeed separate organizations. You probably would have better cooperation if they were separate organizations. I see no problem. What could be easier? You've got your Board of Regents who are concerned about the community colleges. I don't think there is any problem about competing funds either. That is a very simple system. The layered system is ridiculous, too much bureaucracy as it is. One board for each and let them run independently. I don't see that as a problem. You never are going to get the elitist attitude out of the University of Alaska. We knew in Anchorage ten, fifteen years ago that all the university system cared about was that Fairbanks campus, that was it. It seems to me that the undermining has never stopped from the first day the community college opened and I don't think it ever will, 'til it's separate. Broker dealing for credits - excellent idea. I took graduate courses here. Three of them I didn't get credit for. The university says I have to fight it. Why should I, as a student, be involved in some political battle, everything connected with trying to get upper division or graduate courses is a political battle for the students. We had one woman drop out because she needed her degree for her job. The course we were in, we could never get an answer, is it or isn't it? Such a squishy area. I didn't care. I loved the class so if I don't get the credit I am not cramped, but this woman had to go and take independent classes from some very strange man the university liked. Depends who the university liked, that's true. If it is not approved by Mrs. So-and-So at the university, you get no credit. If it's someone they like, maybe but they don't like them coming out to Bethel. Tanana people have told me that at that community college. The same professor who taught a class at the UAA campus at Fairbanks came to their place, gave them an upper division or graduate course, had to fight to get credit for the class. The university didn't want to recognize it. Once people have power, let's face it, they don't want to give it up. It's like taxes except for the State of Alaska, which made a very foolish move in doing away with taxes. There's prices, they don't go down. Once people have a toe-hold on something, it's just so darn hard for them to give it up. The Board of Regents may be really swell people, but they are not going to do anything and they will retain their elitist attitude, and it's going to hurt us, and we don't need to be hurt. The idea of the school districts handling 13 and 14 grades, I don't know who thought it up. We have the problem here - an elephant and a mouse, the big, urban school in Bethel. May not look like it, but compared to what we have in the villages it is. Just balancing the two of them is impossible. The budget is huge. The problems are different. I think that is the worst idea I have ever heard of. No, the worst is the resource center. Those people, I don't want to call them crooks, but I wouldn't entrust any kind of postsecondary education to them. They probably will be out of business pretty soon anyway. I hope so. That function should be served here. Centralization doesn't work. Haven't we learned anything in the past twenty years? It only works when people have an active decision in what they are doing. If you don't have a voice in something you don't care. You get apathy.

Rosemary Porter:

We need, as George said, much stronger local control. I won't sit on an advisory board, I won't go to advisory board meetings, they are a waste of everybody's time and that's really too bad. You get sincere people, they work hard, then the upper board gets it, and they do what they want anyway. I have watched that happen for twenty years in this state. If you don't give serious people authority you don't get serious people, and if there is a problem in this community, if it's our fault that something has gone wrong, maybe that is what you should look to - the lack of authority. If people don't have decisions to make, they don't make decisions. I can't think of a worse way to go than an advisory board. The state did that. They wiped out the community schools' committees in one stroke of the pen and nobody knew, the legislators didn't even know what they were doing when they passed the bill. The governor didn't know when he signed the bill that they eliminated the community school boards from the communities out here under the JREAA. A reduction of local control, SB35 was put into law to institute local control and the legislature took it out again. A very dumb move. So now we have advisory boards that are at the discretion of the school boards. Very bad idea, they are having nothing but trouble. The people don't have any relationship to their schools. Complaints are valid, they're decided by somebody else somewhere else, who doesn't know what our priorities are. We don't need any more studies. We know what our priorities are. If we screw up we have no one to blame and it's such a nice way of going. The same thing can happen with the community college if it is given a chance. That nice image of the University of Alaska; it doesn't have a very good name in the state. I certainly wouldn't send my children there. With all the money we have, why do we have to send our children outside to get educated? I think it is far too political, too much in-fighting. There are people built into the university system who will not change, have certain ideas and are not going to be shaken out of them. We don't have a very good university system and it's a shame. I think we should have free education for every single person who wants it in this state, with the money we have, instead of giving people tax returns. Good roads, good schools, free medical care, why not? Would go a long way helping the rest of us. I don't think the image is that good and I don't think the association is that important.

Q: Are you suggesting two separate boards, or a local governing board at each community college that deals directly so there would be eleven boards?

R: No, you missed the point. You have one Board of Regents here and another for the community colleges. Advisory is bad, I like George's word. Council is fine. A name given by law, specific duties that they must carry out. That way when there are complaints, everybody says the Board of Regents did this and did that. If major decisions are made at a local level, you don't have to go outside the village to look for the blame, nor can the villains blame someone else.

Q: Are you advocating the local boards with the central board?

R: Yes, one central board and each community college having its own governing body. Once a system gets so big, it's been my experience that it is better breaking it off into two peices.

Rosemary Porter:

Q: You can't just break it? You have to have duplications?

R: It probably would be more expensive, but more efficient to have it duplicated. I can't see that is that big a deal. You have so many community colleges, so many clerical people and administrative people handling that. Same thing at the university. One computer, maybe some people do two jobs. Basically, you would find a reduction staff at the university and a matching increase. Here in the school district and not blaming these people, they walked into it, biggest in the state, they have an annual budget of around 12 million and they are trying to do two things at once. Three schools here and 19 or 20 village schools. It is so much work and so confusing because a lot of the things aren't applicable, not just duplicate forms. So, a separation would be a great relief to the people here. I have talked to the administrators and they agree that it probably would be ideal if that would split off as a first class city or borough configuration. It would be easier to manage this school administratively and easier to tie all those other schools together. You are going to have two separate administrations, but the money you save getting away from the "hairy" problems you have are worth it.

Q: (Unintelligible)

R: That is a real serious question, whether or not the community college and the university systems separate. There is the good faith. Many times we have lost that. A lot of organizations are not operating in good faith. I don't think things are impossible. You have a land problem, but three or four people on a special committee could sit down and work it out.

Q: How do the people of Bethel feel about it?

R: I think it is very remote. The people are just worried about heating their houses, getting their car to start. I don't think it is uppermost on their minds.

A: Do you think that would provide better education?

R: I think you can respond to the community's needs. Yes, provide better education. I don't see why, if the state does have so much money, that it couldn't buy land from the university system or replace it with other land if they absolutely must have land. The state has a lot of land that it says it is going to dispose of. Perhaps they could replace it with other land in order to let the community college system exist.

KUSKOKWIM COMMUNITY COLLEGE
October 23, 1980

Carol Schotz:

I am Carol Schotz, vice-chairman of KCC Policy Advisory Council, but I am here speaking as a member of the community because the council has not taken an official stand on any of these issues, largely due to the lack of a quorum at the last meeting. I hope we may be able to discuss further and send you the testimony. My perspective has changed from when I was a staff member here. As a community member, it doesn't seem to make much difference who governs. Can the community college meet our needs? Some of the problems that have been mentioned as far as transfer of credits, I think have been reduced since the creation of the office of the chancellor for the community colleges. I don't think the university is any more an impediment than any governing body that lies outside of this area would be. Even if you had a separate system for community colleges with a governing board in Anchorage or Juneau, there would still be problems. Perhaps they would be more evident between the urban community colleges and the rural community colleges. When you are studying these kinds of issues they seem to be minimized, because what you seem to be looking at more is the university system as a whole. The community colleges are dealt with as a whole. Perhaps I remember from the days when the community colleges were under the regents and before we had the rural education. Small community colleges like Kuskokwim felt as though we were completely overshadowed by Anchorage campus. I am not sure if a separate system of community colleges would be all that different. I guess I hold that out as a possibility. The changing of governments for local school districts - I think that there may be some advantages in local control. Disadvantages at this point definitely outweigh the advantages.

Remainder of tape unintelligible

NORTHWEST COMMUNITY COLLEGE

Public Hearing

October 27, 1980

Because of a malfunction in the
recording equipment, there is
no transcript from the Nome hearing.

KOTZEBUE, ALASKA

Public Hearing

October 28, 1980

KOTZEBUE
October 28, 1980

Comment from Member of Audience: There are 18 community colleges in Kansas and 21 vocational-technical schools. Most of these are housed on the same campuses. All of them offer full vocational programs, so what they have is a community college for every three or four counties. They are in direct competition for the same students on the same campuses, and for the same tax-dollar, which is really foolish. I would like to see some designation of what the role of the community college is, as opposed to vocational-technical schools in this state. It looks to me as if we have the same thing in the making here; we are going to have a community college and a vocational school both competing for the same students, and would be using tax-dollars for creating another whole proliferation of administration. Maybe there is a reason, but I don't understand what it would be.

R: You're right about what's included in here and what's not included. It's our technical schools and institutes in a number of the states, they didn't call them community colleges and they weren't included in the survey, in response to our questions. We know that they exist and, quite often, they report to a local school board subdivision where they are under the K-12 in the state board of education, which is very common.

Comment from Member of the Audience: Could I ask a question? I understand what you're saying about competing for students and dollars in this area, sparcely populated. Is there a significant number of kids that go to these schools, do you know of how many would stay if a community college offered more vocational-type courses? From my past experience, a lot of them do not like to leave home. We've been talking about this for ten years. We've demonstrated that it is possible to deliver programs needed, even though a student may have to go outside his village. More schools would necessitate looking at housing for students expected to relocate for schooling.

Q: Do you think village-based programs with vocational institutions would work with community college programs or would it make a difference?

R: Not without cooperation of the people, need support of local school districts to run a successful programs, not advocating they take this on. They need help. They already have a role they are having a hard time filling.

KOTZEBUE
October 28, 1980

Sam Gaston:

Regarding students being sent to a large city like Anchorage, the environmental difference has to be dealt with. Sheldon Jackson is the only facility with housing where a villager can "see the job", the result of his learning a skill, in the forseeable future. The need is for housing at nominal cost.

Q: How many students who go away to learn a skill come back to the village to use their skill, is there a need for it ?

R: Business majors are in demand for Native Co-ops.

Q: Does anyone here have knowledge of anyone who went to the Wildwood Center in Kenai?

R: Yes, a cook who returned to his home in Bethel and is working for the National Guard as a cook.

The classroom concept is not going to be the answer in some areas. Going outside for schooling gives them a broader outlook of the state and socializing for growth. Key is to see which one we really want to do. Many people without college education are holding highly responsible positions, so there has to be a way to get credit for past experience on jobs, developing more individualized plans, maybe, through the legislature getting money for job training. Consider a welding firm given an assistant for a period of two years for training; there's ways of working with the local economy.

Q: Sam, this credit for life experience you are talking about, is that going on in any of the community colleges, does the university accept that?

R: There was a pilot program last year. There will be a workshop for all community college faculty in May on a system to evaluate credits.

The south 48 has, in the community colleges, individual contracts set up. You can design your own contract for a specific subject, once completed, a faculty team evaluates. If they accept your work then you are credited. Example, people who are willing to go out to school, but don't want to spend four or five years. But, with experience credits, makes it only two to three years. Then standards will be more likely maintained. We don't want to drop standards when they get there, but need to give them credit for experience. People are usually too busy to go, because they have time-consuming community involvment, etc.

Comment from Member of Audience: Colleges do not exist for purpose of giving credits, they exist for the purpose of providing education. There are people who do not qualify for State Register because they do not have the "piece of paper" but they have the skills to do the job. Who is the authority to say what the criteria is? Hopefully, we are the ones who will be checking on how best to give credits for past experience. The CLEP tests can be given for credits in all these things.

KOTZEBUE
OCtober 28, 1980

Jeff Smith:

Three areas needing attention: (1) A program where a person could acquire the first two years of college on the local level here in Kotzebue. The transition to outside schools is difficult, students need to acquire study skills and self-discipline, locally, as a transition from high school. The success of that student on completing and receiving that degree would be much higher. (2) The second area is in the technical and vocational areas, depends on what job opportunities available; job inventory should be taken on what the job future is going to be for any given area, ten to fifteen years ahead; what kind of employment is going to be available. Develop programs to develop skills in the people to fill the jobs. Emphasis should be put on flexibly designed courses for a technical school center. (3) The third area is short term courses for working people.

Q: Which institutions would you like to see offer these programs, school district or community college?

R: We don't care, just so the services are offered.

KOTZEBUE
October 28, 1980

Tony Scheer:

We need: (1) general education courses, that a community college could cover; (2) Voc-Tech courses, and; (3) special interest courses, one-shot deals, informative, educational. When the Community College was under the jurisdiction of the University it never seemed to be responsive to what the people wanted. The community college should be responsive to the local people.

Q: What would you feel about a separate system?

R: In higher education you need credits that are transferable. I would support a community college system with hiring by a local board. I think this would solve our problems as long as one person, as the president of a college, doesn't have the whole say and the board could get rid of him if he didn't get along with the people of the community.

One of the things the State, as a whole, and individual areas have to get away from is competition among the cities, Anchorage, Fairbanks and Juneau, in their community colleges. I had an opportunity to hear Senator Gravel speak on Saturday. He raised a point that Alaska is far below the per capita average of college graduates, yet tremendous opportunities to provide an education, no matter on what level, to whomever, in this State, and it is not being done. As far as budgetary considerations and competition among ourselves, there is always some give and take. We should get away from the political system of competing for dollars. Develop a comprehensive approach, fill in the gaps and provide what services can be. Certainly a 4-year institution is completely "out-of-whack" because you can never reach it, but an adequately funded 2-year college system is feasible. We could make the 4-year institutions in Anchorage and Fairbanks stronger, because the people from the rural areas, going into junior and senior years, are easier to handle, better students, who will create a lot less problems for the university as a whole. We need to look at what we can realistically provide on the local level. The central institutions, in Anchorage and Fairbanks, concentrate on providing those courses and get away from the competition for dollars and programs.

Q: How do you suggest we get away from the competition?

R: Regionalize the whole state and look at it, compare geographical, cultural constituencies, (1) assess needs, (2) what can be provided, (3) dollars available and, the(4) cost to implement these programs. Ask how many dollars do we have and what can we implement now, rather than saying: the Legislature will appropriate $7 hundred million for education. Anchorage and Fairbanks institutions are saying that our people can always come there. The Legislature and administration take the view or goal to provide the best education for residents of the State, 2-year, 4-year, technical-vocational, the goal is to provide the best. We need not get caught up in the political thing. We need to stand up

Tony Scheer:

to old-line, traditional education people and say: look, it's different out here. As long as the people get their education, equal to Fairbanks. The results are important. Develop long-term community needs, not judge by the standards of Fairbanks. We should develop an inventory as to job possibilities and services to fill them.

Regional Strategy Project: Let's look at economic development in all areas, five to ten years ahead; what jobs will be available? In what areas will there be opportunity? There will be mining, fisheries, petroleum, park management. One third of our region is national parks. We need to take some responsibility insofar as some programs in grants and loans. Need to improve skills in counseling, so that, if a prospective student wants to attend bakery classes, there will be a job in that field in his area upon completion of classes. Ten percent of those who go to college complete their degree program. Another thing Senator Gravel said. Going up for a college degree is not compatible with rural life style for people wanting to live a subsistence life style that they choose. Degree doesn't mean, once achieved, you have to become a white collar worker. We have to make it clear to the people we serve--education is an experience, an opportunity to have.

We as educators and responsible people measure success by jobs; I thought we had gotten away from that. The State Department recognizes what they call Education for Self-Sufficiency. A lot of what we are doing out here can't be measured by a job, a few months down the road, or getting a specific occupation, a year ahead. A lot of things we're doing enhances the lifestyle out here, helping people make their living easier. Preventive maintenance, building trades or mechanics can't be measured in terms of a job. Time is not wasted if two percent make their living at a trade learned.

KOTZEBUE
October 28, 1980

Polly Wesley:

Most want personal benefit rather than employment. When they take courses the older persons take them for personal development or for help in jobs, not right out of high school. Not many take courses for any permanent job; a few have the idea of going for a 4-year degree. Many are interested, but in this region college has to grow with the people. Education was something someone else did, you went only to high school. Many haven't gotten that far. It will take time to instill in the people of the region the need for higher education. The college needs to meet the people at their location, not ship them out. Lots of people will experiment with a variety of courses; they may take some to give them something to do. They won't commit themselves to long periods of classes, only short-term ones. Exposure of a lot of people to a lot of things they have not been exposed to. You may catch one or two really interested in English literature, and they may go on. You've given them ideas. It is important that college delivers short-term courses to the individual villages.

KOTZEBUE
October 28, 1980

Sam Rogers:

I've worked on both sides. At Central Administration we were taught to do everything, then I came outside where I had to go through that same office to get anything done. It doesn't work, it's that simple. It is difficult for people of Kotzebue to sympathize with logistical problems here. The registrar was brought out here to show her what it was all about. She was surprised at the many problems. I would like to get some officers from Fairbanks and Anchorage campuses to see that it takes eight hours to put in four, because of logistical problems. I think having a staff located here is better, the closer you get to the village.

Q: Sam, do I hear you saying the problem is attitude? Those people in Fairbanks could not understand the eight hours for four hours work, hard for them to grasp?

R: The people are honestly trying to offer the support they can, but they don't understand telephone communication. We need support as near as possible. Community service education is important. There is a tremendously high suicide rate. If you are a younger person in the late twenties or early thirties, and you are competing for a job; you're planning to make the transition from subsistence to a cash society; you're fighting a real thing. There are no jobs. In other words, you have to have a "piece of paper". You want to support your family--that builds up. In the lower 48 they break down education job-wise, separately, in budget areas, jobs not keyed to people. Here, jobs coming up do not have people qualified, in the region, to fill them. We have the people here with the talents, but not degrees. Local people cannot get jobs because don't have degrees to qualify. Look around, all you see are outsiders. No local people earning decent salaries. One person means a lot in terms of leadership. In 1991, the Native corporations are going to begin selling off land and selling stock, and if the people are not preparing to take over those jobs, then, outside interests are going to come in. Business-wise people are going to come in and take advantage and do what they want. The problem that has to be dealt with is to get them to learn so they can take the high level jobs, instead of outsiders. It's easier to push when you are in close contact. I think an education system has to be accountable for what they are doing. Things have changed, producing people qualified for all these jobs. Most are taking college as a way to get a better paying job. It's a big step for these people taking over the higher paying jobs from outsiders.

KOTZEBUE
October 28, 1980

Tony Sheer (again):

In our society the rewards go to those who are most competent. In the construction business, I learned a lot. I used to criticize contractors for not hiring more local workers. Now I am on the receiving end being criticized for not hiring more local labor. We have to develop more competency, through education. Whatever system we develop, we focus on a means to deliver good education. We should plan to interview every employable person in the region and put on the computer: all the skills they have, what they have done in the past, training they have had. Look at what we have available, take a projection of the regional structure, then we will know what kind of training is required. Contractors can look at available skills, push a button and save hiring from outside, in some cases. This seems to be a place where cooperative education could be a prime activity, where somebody working for private enterprise, say a contractor, could also take courses at the same time. Internship with credit for courses,the industry and the college work together. Has that been done in the past?

R: We were talking about it with Mike. They haven't given us funds to do that. Across the country, On-the-Job Training (OJT) is being done in private industry. They are spending forty-four percent in the lower 48, and we don't get any of it in Kotzebue. That's where the jobs are. If we can spend time with the bank and give Tony so many thousand dollars and say train these people, he can afford to pay them. Hopefully, we are going to get more pressure to get Title VII funds. If the contractor trains workers on this plan, the Title VII would pick up the tab for the first year, then he is required to pick them up on his payroll. A contract would be signed by the student trainee, stating that it is an educational commitment. Credits could be awarded for workshops. (UC at Davis, California gives four credits for a workshop.) In Kotzebue the community would come in with paper work.

We need someone to come in and teach blueprint reading and carpentry, also define what is needed as far as training. Need video, one instructor for more than one place. Right with them on the job is where they're going to learn a vocation.

Q: Should students pay tuition?

R: In the current student body, fifteen to eighteen percent has tuition paid by someone other than the student. For the students who have to pay, the fees are difficult. Many agencies are willing to pay for their people, how about the ones not connected to an agency? There has to be a token fee out-of-pocket, although even five dollars is an awful lot to some people on low salaries. We

Tony Sheer:

have been handing out tuition to the people so long. I went through four years of college and paid my own tuition. If they feel this is something they are buying into, they study that much harder, will stick it out better. If they drop out they lose money.

Comment from Member of Audience: I agree with that. There have been arguments up and down. The person who is really smart takes food stamps and subsistence. They have more usable income than the person who has to work. Too many communities continue to give and it's not appreciated. The person who has to pay a nominal fee has a different set of responsibilities. I feel right now, that 25 dollars a credit-hour, 75 for a prepaid course is extremely high. Twenty percent of the people who are not associated with any agency must pay. There are financial aid programs for people who can't pay.

KOTZEBUE
October 28, 1980

George White:

I have written a statement and I would like to make some comments, if I may. I'm George White, Superintendent of the North Star Borough School District. We are the originators of the concept of 13,14-year programs. I guess, what we really would like to address to you tonight is the portion concerning organization. Our school district is four years old. We have attempted in our working to provide a total education service for the Nenana region. We feel, for many years, that Alaska, as a whole, especially rural Alaska, has been very deficient in many areas of education, specifically, in the areas of vocational education. There are very few technical or vocational centers in this state. Involvement in the academic area begins with the Bethel Community College. There have been tremendous improvements made in the academic area. In our school district, and I will only address, at this time, the academic area, because in the spring of 1981 we will begin construction of a technical center. It will address the vocational areas and needs of this region and some of the needs statewide in vocational education. We also have made considerable effort, and have come a long way, in providing in community schools those courses and offerings that are of community interest, such as carving and dancing. Of course, in Kotzebue, itself, we did come into competition with what used to be the Chukchi Community College. We feel that we can expand this program and provide those offerings. That leaves simply the academic area that is not being provided for in this region. We, the school district, can, in the academic area, provide enough students out of our school district to keep a community college going. We have the plans for a career library. We have plans, in working, to upgrade our aides, and also to get an associate degree for some of them who could move on to the university and become teachers in our school district. We feel that we could provide students from our high schools, as students who are gifted, and could be going on before they have graduated, gaining experience in the course work on a college level. We feel that by having one single unit there is less opportunity for the natural competitiveness that results from two organizations. That there would be a reduction in administration. It would be more efficient and could be better coordinated with our high schools,technical center, community schools, and with the state as a whole. There has been some misunderstandings as to what we were really trying to do last year; we were not really asking to operate a community college. Some people misunderstood that we were attempting to negotiate it with Mr. O'Rourke. He double-crossed us and as a result we had no community college. Now we are asking for the first time to be allowed to operate the community college in Kotzebue.

Q: Tell us more, what do you think happened with Mr. O'Rourke?

George White:

R: He had problems with some of the legislature and got into difficulty with them and we found out that the legislature was in the process of shutting down Chukchi Community College. We stepped in and said: please don't shut it down. Let us try and work something out so that we can keep it open. I met with Mr. O'Rourke and negotiated terms. I asked if I should go to the council, or whatever it is that governs community colleges. He said no, he would take care of it. He would send me a copy of what we had agreed on. He did not send me a copy of what we had agreed on. He told the council that I refused to go, appear. They asked why I wasn't there; he backed up on some of what we had agreed on, namely, how the president would be selected. To this day he refuses to cooperate. That building sits vacant. We have requested three times to lease it so we can house our student programs while our vocational building is being built. It is sitting there vacant and the college is paying for the maintenance, when our kids could be benefiting from it.

Q: We heard testimony that was unanimously in opposition to the 13,14-year concept. If I recall correctly, three major reasons were: (1) in Bethel they said that the schools jumped from 3 to 23 and the local district had not been prepared; (2) another reason was the non-transferability of credits from the community college to the university; (3) third was duplication of efforts where a community college, under the 13,14-year concept would duplicate other community colleges.

R: Our school district, our board, and various members of the leadership of this region think that should be more than just kindergarten through high school. As a result, we start 3-year olds and we take care of 25-year olds. We have an extensive correspondence study program. We have already expanded 8 through 12, and this is a result of what the board says we are going to do as a result of what their electorate is telling them they want. We are trying to meet the educational needs of this region. No one else is doing it.

Transferability is a major problem. Chancellor O'Rourke discussed that. This was one of the major reasons for trying to work it out with the university. In the meantime, because we couldn't work something out, we made contact with Stanford, Alaska Pacific University and others. We are in the process of meeting with those people to see if they will affiliate, so we do have those credits that can be transferred.

Q: When you are talking about transferring over, then are you saying that, if needed, if you didn't have a community college, the political subdivisions would offer some type of credit with another institution, possibly Alaska Pacific or an outside institution, and offer classes and not operate a community college?

R: We would offer a community college. It simply wouldn't be under the auspices of the University of Alaska.

George White:

Q: What kind of organization? Are you planning a central village location?

R: We would have a community college in Kotzebue that would go into the villages. Also, we are just beginning our ITV program that we have been funded for by the legislature, that would be tying into the schools through a satellite. Hopefully it will be two-way audio, one-way visual. We hope to use this in the villages. We have an extensive staff in the villages, and we hope to be able to call on these people. A lot of that depends on their qualifications. Certainly we will be reaching out into the villages themselves. We would have one here, then tie with the technical center. We feel we would meet the needs both here and in the villages.

Q: Where would your staff come from for the community college? People you already have within the school district or new personnel?

R: It would be both. I would see the core of the staff being brought from some place else and supplemented with staff that we have, because we do have to meet certain standards with instructors, professors, etc.

Q: How would this community college interface with your vocational program in terms of credits? Do you plan on offering certification or credits for an associates of applied science degree through your vocational program as well?

R: Yes, we do.

Q: How far along are the buildings?

R: One building, built five years ago, has been there. An addition to it is under construction, not completed.

Q: The technical center, when will it be done?

R: This is under the school district. We received in excess of six million dollars general-appropriation money and we have one-and-a-half million in a bond issue. We will begin construction. The board just approved the schematics yesterday. We have the land. Construction begins in the spring.

Q: How would you propose the funding for the next two years?

R: The technical center, simply for expediency, we have submitted a budget to the Department of Education because we did not have time to work out something that might come under the foundation program. However, in the future, we will be looking at something that can amend the foundation program. We would look at the community college in a similar vein. I am sorry to say we don't have it worked out, but we could have if we had seen a glimmer of hope.

George White:

Q: Would you present me with a history, as you see it, on the beginning of Chukchi. I would appreciate it.

R: I sat as a member on the advisory board. In my opinion we have had a good relationship. I think when I first mentioned the 13,14-year program, the relationship deteriorated. I can understand that because it was a threat. I think the relationship was a good working one. The community college, because of the structure and the bureaucracy of it, simply could not deliver, but I also understand funding problems and politics of the legislature and I think that contributed to it. It's very difficult for me to say they were all bad. A lot of people benefited from the community college. I think it was a great thing. It wasn't here very long and it takes time, I know from experience, to build, but I believe that the school district can simply be better. We are already doing some of the things--those aspects of what the community college was doing, and there is just this one part left--that's the academic part. We feel we can do that, too. We feel we can do it better because we can coordinate it all.

Q: Can you comment on the funding?

R: For many years i had to lobby the legislature for every little penny we got. I know that is what the university has to do, whereas under the foundation program you know at least a minimum of what you are going to get. It's much easier to develop your program knowing you have these amounts of funds. You might get more but you are not going to get less.

Q: The High School K-12 system has been criticized. It has already failed in meeting the needs of certain people who are now adults. Those people may, in some way, be reluctant to engage education if it is associated with that system. In a separate community college, you would give them a separate structure that they may be able to identify with. Do you see that possibility and how would you combat that?

R: Mr. Chairman: I heard the same comment from the same area and I don't agree with it. I feel that if you can get a community college going that people will go to it because it is there. I believe that most people associate the University of Alaska with the State, and the REAA's, as they did with the State Operated Schools with the State. Many still call it the State School. The majority of the people see the difference. We are all the State. Once you get something going and people are involved in it, if you can get a nucleus other people will come to it, regardless. You have to keep in mind that a number of schools in this area were BIA schools. Not so much any more but they used to blame the BIA, now they blame us. The BIA is beginning to wear off, but I don't believe it. I don't think anyone can demonstrate that was true. It's simply speculation on people's part.

George White:

Q: How are all the students in your region being served now?

R: They're not being served, the majority of them. We are attempting to pick up some of it through our community schools program and next year with the vocational aspect.

Q: In terms of administration, obviously, you feel strongly that the administration end would be better if it were coordinated more directly related to the school district. Why could it not work, either as an extension of another community college, as a separate community college, a part of the university system, or whatever that would be, in some way locally governed through a local board. Would that work with your agency in a cooperative arrangement?

R: Had the community college been under the direction of the school district four years ago, number one, you would still have a community college here. Number two, you would have many students which the school district would provide through their career laddering through the aides who are interested in becoming teachers, and there would have been more of a cooperative effort. We would have many more of our high school gifted children in the college programs.

Q: What we are seeing are children coming to Anchorage after high school or a couple of years in community college. They really have a hard time functioning, and part of that is a difference in living circumstances. But part is they are educationally deficient. From what I've heard you talking about, one of the things you would want to be doing is preparing them to go on for a degree. What would you do differently than has been done in the past that would help to ensure that?

R: I believe, again, that if we can integrate our program, that we have a number of gifted children we would put into the college program, even before they are out of high school, begin to move them along, keep them interested and stimulated and motivation going. I think they would be more successful. Part of the problem isn't at the community college level, part is back here at the high school. I am a graduate of Lathrop High School. I had a very difficult time at the University of Alaska. I think they flunked me out twice. It took me 7-1/2 years to get through. Part of the problem is ours now, but we are working on it, and we have a very unusual program that will take time. But, our students will be doing better. If we can move them, the ones who are ready to go on into the college, not leave home, stay right here, get them into that program, so after two years they will come to you in Anchorage and they will do better.

Q: If the 13,14-years becomes a part of the high school what would you do differently than if it became a community college?

George White:

R: First, I'm not sure that we can say that 13,14-years is a continuation of high school. That concept, as I visualized it, was to allow children who are not ready, both emotionally and academically, to go out and be self-sufficient, to move on into areas where they will gain the training or the education, where they can become self-sufficient. It isn't just in academics, it's also in the technical world, too. What we are doing differently is, we are building the technical center, and it's not with the community college. It is a center where they can learn a trade and they can be productive citizens, but in this area, that's called academic, what would we do differently there? I doubt we would do anything differently in that portion, it's well established in the communities throughout the nation. At this point I haven't challenged it. Maybe you have put me onto something. I should come visit you and see, you've given me an idea. Maybe there is an area there that we should explore to see if we can come up with something that is more innovative.

Q: Do you think divorcing yourself from this community college, from a larger structure, whether it be the University of Alaska, or any separate system, do you think divorcing from that type of structure and its resources would cause you or your students any hardship and disadvantage in terms of their academic program, library equipment resources, faculty--the broad scope?

R: We have just completed converting a 14-unit apartment building between the high school and the community college building into a program support center that has, right now, and the potential is much greater, has many more resources than the community college could possibly build up in a year. So far as library, media specialists in programming, that's where our ITV center is, specialists with PH.d's are sitting over there. The resources are tremendous over in that building, the community college cannot match that.

Q: The Program Support Center?

R: We have just developed and begun a program support center that is divided into three divisions, one is the program division, where we have a curriculum specialist, teacher-specialist, bilingual specialist, cross-cultural community education, another division that includes our special education, our psychologist and people in this area; and then the third that includes materials development, our media, our libraries, printing presses and these functions in lieu of having a regional resource center.

Q: Tell us more about your technical center.

R: We will begin construction in the spring and we are also building a vocational center for the region which is under construction, and hopefully, we will be able to start courses in the fall. The technical center is like the Seward Skill Center and will be a statewide vocational center.

George White:

We don't have housing for students, but we're working on this. We have various ways to go. We are closing all the teacher staff housing in Kotzebue; we have been slowly closing them down, so we will have an idea of how to provide housing, not only for people out of the region, but also for students. We will be bringing them in from the smaller high schools for the vocational movement.

Q: This will be for kids from all over? Something we talked about this afternoon was the need to coordinate the job service agencies and the jobs available to educate people to fit into jobs available. Do you have any comments to make about that?

R: This is the whole purpose of our 13-14 year program. The program is not set up so there is welding or surveying, etc. The human services program, the clerical, bookkeeping, hopefully, to get into a total program. For the mining industry, looking into the future, there will be a considerable amount of mining. Surveying will be a small part of a total land management kind of program. This is what we will be attempting, what we will be doing. We have been coordinating with the Seward Center so there is no duplication except in some areas where there is the greater job market. That is in the clerical field and the State can use a number of centers for training those people.

Q: Would you envision working with businessmen, contractors, or state agencies in the community? Say, I need a number of laborers to start taking these jobs in June, would you have that kind of interest?

R: We do a lot of that with our high school students, on-the-job training.

Q: Would you consider faculty members in the community college as employees of the school district?

R: Yes.

Q: Are the school district employees working under a collective bargaining unit?

R: Yes.

Q: Would the community college faculty be under that same agreement, or has it been discussed?

R: It has been discussed. This is some of the areas that Mr. O'Rourke and I discussed and we agreed that the faculty would come under the university system I hesitate because I'm not sure if they would come under NEA or AFT or form their own bargaining unit; I know they would have one.

KOTZEBUE
October 28, 1980

Ron Hohman:

I am Ron Hohman from the Bering Straits School District, Superintendent. I am sorry I missed the opportunity to be in Nome and give you my presentation there. I only learned of your meeting here this afternoon, and, although I am not prepared at this time to go in depth with any proposals, I can't help but speak to some of the issues that were brought up by my colleague. I would like to applaud him and his district for the position they are taking. For the past 13-1/2 years, as a resident of the Seward Peninsula area, I had a chance to see the developing of the community college in that area. In fact, the feasibility study was typed on our typewriter, so we did participate in that. But as a pragmatic administrator, watching the development as a taxpayer, as a person wearing different hats, I see some real logic and some real benefits to addressing four points I need to discuss. The three arguments that were presented in other areas against the concept of grades 13 & 14 being included into the local delivery system, I find are the very reasons why it should be. First reason was cited: the school district has grades 1 through 12 and that is enough. From a bureaucratic standpoint, a logical argument; but from a human need, it has no basis at all. If you look at human need as a learner and you address the curriculum or the activities, in that, you have to look at it, and say you have a person that is a human that comes in and you address those needs, you don't look at it as a structure. In grades, that's one of the problems we have had in the past, transferability. As long as the organization is set up you have the mechanism and the knowledge of what is needed, you shouldn't have any more difficulty in transferability and what you should be complying with in graduating a 12th grader out of your present system. Last point--was used as a reason not to support that concept--the matter of duplication of effort. At the present time we have a system that covers our school district, about 80,000 square miles, population base is about 6,000 people, if you include "the hole in the donut", the first class city of Nome, so looking at it from that standpoint--6,000 people at the present time, in the Nome school district which has a delivery system of up to 750 students. You have the Bureau of Indian Affairs which has programs speckled throughout that 80,000 miles and they operate for a population of 500 students. They take them grades one through eight. We, the third district, third delivery system for education, we operate the preschool program in those ten speckled villages, and we operate the secondary program. Now the BIA, because of self-determination clause, has been being pushed. I remember talking to George. He asked me about ten years ago, when he was citing the case of when he arrived in Kotzebue area--1952 or 1953, where they said just take a couple of cardboard boxes, you are just going to be there for eight months phasing the BIA elementary system. It is difficult to address that; it's a whole issue in itself. Point is, you have a system there because of the self-determination that allows these ten elementary schools to exist. We have the constitutional mandate to provide the services for the pre-school

KOTZEBUE

Ron Hohman:

and for the secondary. Now, because of that self-determination, ten villages will have the probable likelihood of establishing their own school boards. So, going back to the base line, you have 6,000 people, and you have potential of a 14,15,17 delivery system bureaucratic mesh. A few years ago it was somewhat refined. Then with the extension service you had the idea of community college that wasn't developed. The University that was traveling from Fairbanks to Nome provided some services at that time. It was seven distinct, different delivery systems, so, in terms of that third point, we will look at the duplication of effort. As a taxpayer, that gives me some concern, and as a pragmatic administrator I can't find, in any text book or on any street corner, any rationale or any reason for that type of existence. Because, we all know, in the family unit, the neighborhood unit, city and village units, regional unit, state unit will always have conventional problems that have to be dealt with, that are based on human behavior, and because of that, are a little more self-reliant, independent, spirited, in some sense. You do not have the chance, normally, to work out problems when you have your own domain to exist in.

The point was brought up on how would you address that. I know that if we had advanced ourselves to the point where the Northwest Arctic School had the opportunity, would be encouraged, and I could see some benefits from being able to say we have a student that we want to fast-track, he has some ability, we want to start progressing him through grades 13 and 14, give him that credit and we want to make sure that student is followed to give him that individual attention. We want to do that, and you are in charge of that, and that's part of your job assignment, and I am going to have a report back from you in three months or next year at this time--it's easy to control that. It is easier to to do it when you have the system established, where you can provide that continuity, in terms of scope and sequence. So, I guess, in that concluding thought is: I don't feel that there would be any substance to the argument.

Here you have a new system at grade 13-14, which is a community college, I think that's based on emotion and it may serve a special interest, which, if scrutinized, looked at from the learner standpoint, where you could provide that continuity you would be better equipped, in the delivery system, to follow him through and advance him to a level where he would be a part of the solution and not part of the problem. As I said, I am not prepared, at this time, although I know that our school system has had some difficulties with the community college In Nome, we do not view it as the Northwest Community College, no reflection on the president. At this time we have experienced some concern because all the decisions, although there is a sincere attempt to allow decisions to be made without input, all the decisions, meetings are held in Nome. They are not held in the communities where we have our population base, our delivery system.

Ron Hohman:

Q: How many school districts are there now?

R: Fifty-two.

Q: Let's assume that this concept is tried experimentally here, and you had fifty-two community colleges all operating under the local school districts. How would you coordinate teaching basic English, so that the students in all the different locations would have credits that could, realistically, transfer into a four-year institution or another two-year institution, within the state? How could that coordination be handled? You can see that it is a problem because a lot of people have said there is no way that it could be done, would be a nightmare trying to coordinate the academic programs. Have you thought this out?

R: I hadn't thought about it, but at first blush could not see a major problem with it. It would depend on the unique circumstances in that locality and what size. You have English, you used as a subject matter course, Freshman 101 or something to that effect. I just can't imagine that, if you look at the three credits of English 101, and understand that is 45 credit hours of contact, knowing that there is certain subject matter covered, that it could be complied with, without any difficulty. We have a work experience program where we bring students in from our high school program, serious-minded and achieving students, into the district office, on a two-week basis. Some of the staff that deals with those are the same staff that work in the Northwest Community College on a part time basis. I think that was one of the other questions, and I am sure that credentialed people are available here or in most of the school districts, across the state. I haven't looked at recent information, but years ago, generally speaking, the certificated person in the educational setting, was more qualified than was the counterpart outside. I think it's more of an attitudinal problem. You have a delivery system, you have to have a certain structure, requirements, subject matter of the 12th grade English course set up and adhered to, I don't see any difference between grade 13.

Q: Basically, what you and George were talking about is the students coming out of the high schools. How would you reach out to the other group, average age of 29? Would your programs be geared to the young adults of 18-22 or would you try to reach the other adults?

R: We see that as being the thrust, looking at the education delivery system to address the community needs in our particular setting. I think that is the trend that most public school systems will be following. I know there is a thrust from the national level to bring more awareness as you find yourself in a declining enrollment era. Each public system has to be concerned about what you are going to do with a facility. Now, without the enrollment, how do you appeal to that public? If you look at the learner, the human element, and try to address that, if you have the facilities it's very easy to put some of the human talents, tap them together, particularly, when you have qualified people. Again, our staff that deals with those twenty work-experience students teach part-time courses at the community college; and we have staff members who take courses.

Q: Would staff people make that kind of transition?

Ron Hohman:

R: In order for me to answer that, you're going to hear one of my real biases. That is, I don't see the real difference here. If you go back and look at a learner and see that he has need, then there would be method changes. You may do differently with age group 7, or 27, or 47, but I think that maybe that is where our public system has failed, in a large degree. What we have inherited is teachers that teach subjects and teachers at lower levels that teach children. I have seen secondary teachers get 'hung-up' on materials and forget that there is a student behind that desk. Generally, in primary, you have a more human approach. I think we have a unique opportunity in this part of the world, in that we have people who are interested in being people, generally, you can read them for what they are, honest.

Q: There are, essentially, three basic structures: (1) to maintain community colleges with the university, (2) the 13,14-year, (3) separate the community colleges under a governing board for coordinating control over the ten community colleges. It's been further added, as we hear testimony, that along with that configuration, the people have suggested strengthening the policy advisory committees, making them more than advisory, giving them certain powers, namely, to select the chief executive, program approval, and budget approval. If I have explained that clearly enough for you, could you compare the two? How could that type of system be inferior or equal to the 13,14-years? Could that address the human need, as well, or do you see certain problems there?

R: I really can't see the reason for it. Again, going back to the base line, the very nature that you have more self-reliant individuals existing in the environment makes it difficult to create a domain of bureaucratic environment. Then you have difficulties, problem of the university providing services in Nome, the community college, major problems there. I stress that's no reflection on Mike. Obtaining use of the facility: "Oh, no, we don't want the high school students to be contaminated by those young adults." If truth were known, probably the young adults could learn from the high school students. You end up with those petty games, when you get your arena, then you do everything you can to justify your existence. It comes down to trying to get the use of a shop for a dozen students. Mike will work well as long as he is here, but the problem is a certain amount of attrition, the independent individual makes it difficult to force coordination. Creating a situation that has very little logic does serve a certain interest-group to perpetuate. Look at it from a learner in a sequence where you can attract a person to a program; with outstanding individuals, can be fast-tracked through. Get them some experience, give them credits, then you have a manageable situation. If you have one boss, the buck stops there, but we have bureaucratic meshes. A student goes to preschool, then he goes to an elementary school, and each time there is opportunity for him to get lost and not be tracked and followed. I don't see the merits of the community college. I can, from the special interest side, but not from a learner's side. I don't understand the university. They have not provided services for us. Not downing the university, I am an alumnus of it, but in our setting with 3,000 to 6,000 population base, the services have not been provided, so it seems logical just to have grades 13 & 14, when you have the staff, when you have the ability to mechanize it and set it up.

Ron Hohman:

Q: When the Postsecondary Commission came through two years ago, almost three, there was a structure in the state where rural community colleges, under the University of Alaska were under the Vice President for Rural Affairs, the others were under local chancellors, in Anchorage, Juneau, and Fairbanks. One of the things we were told, as we went around the state, was that the faculty members, the students and the administrators, in the rural schools felt that they were, in some way, second-class citizens, compared to an urban community college, in their relationship to the University of Alaska. If that was the case, would it not be even worse, when the community college was entirely divorced from the system and was part of the local school attendance area?

R: Who is this, the students or the staff?

Q: Students; they thought they were, in some way, disadvantaged. Because this rural-urban split permeated all the way down. In effect, we recommended that it be done away with. As it is now, the community colleges are one identifiable group, which is a change, under one administrative area. What bothers me a little is the possibility, regarding this rural-urban split, that, if we do go beyond that to a school district identification, will that not happen again? If so, is that a problem, or do you think it's past now? It was a problem three years ago.

R: I know twenty of our students, right now, that are returning from England, who do not feel that they are separated out. Attitude would have a large part in how they feel about themselves, and how they feel about the program. Same syndrome that you run into when elementary students become junior high students.

Q: The students felt that the quality of education they were getting in a rural setting was somewhat less than what was being received in an urban setting, because, they felt, maybe reflected by faculty and administration, that the funding was unequal. The availability for getting programs approved was unequal. Indeed, when the commission went around they thought there was a lot of merit in what was being said. Do you think that could occur again or are we making it even worse by using the grades 13 & 14 approach?

R: I suspect there was reason for those expressions. I think it could happen again. Hopefully, the funding would be there to prevent that from happening and that would play the largest role in making sure it didn't happen. We are in a different financial situation with the state now. I feel that if it could be possible to work it so that there was a proportion foundation program under us that would alleviate it, somewhat, as far as finance is concerned. We have made considerable progress in the last three or four years with foundation programs. I don't think that attitude would return or prevail.

Q: Would you envision charging the students?

R: Not for grades 13 & 14, I hope that it wouldn't be the case.

KOTZEBUE
October 28, 1980

George White:

For years, I have felt that students should have an investment in their education, also that high school students should buy their own pencils, paper and books, because I had to. But, I don't believe that any more, especially in rural Alaska. There are many people who want to take advantage of more education in this region, especially. The people are very concerned about education and they have a tremendous interest in education, for their children and for everyone. I believe that if we had to charge tuition, that it would reduce the number of people who would have the opportunity. Chancellor O'Rourke and I were discussing this and if the university had to charge tuition, the school district was prepared to pay for the students. So, anyone who wanted that opportunity could have it. The economy here is not necessarily a cash economy, and I don't think the university accepts some of the things they might get in lieu of cash for that tuition.

Q: Could you serve the Nome students?

R: Hopefully our program would be of such quality that they would be wanting to come to the villages. Our staff does serve the Nome population by going to the community college and teaching, but to answer your question, we would be serving the village population.

Q: If city limits change, would you have Nome-Beltz, if they do annex them to your area?

R: Some people think we do, but technically we don't.

Q: Has it been transferred to the Nome School District?

R: It's an issue that we really don't want to talk about.

Q: How many students in the Kotzebue community college?

R: Not sure, various enrollment figures.

Comment from Member of Audience: About 800, those are class hours.

KOTZEBUE
October 28, 1980

Ron Hohman (again):

As I look over the points made earlier, I meant to open with the thought of an experience I had the first years of my administration. Eager and new to this new arena, I was impressed, and was trying to do the best job that anybody could do, and yet the burden of the job started to rest heavy. I found that there were problems with the teachers because we weren't satisfying certain needs that they had. Then problems with the cooks, there weren't food supplies arriving. Soon it was the custodians, then board problems, then parents, day after day student problems: of their messing up the floor, not hanging coats right, knocking the doors off. So in my dutiful way I was relaying that to my superiors. They said, if we didn't have those students in school your job would be a whole lot easier. You wouldn't have to worry about the students because they would not be there. I mention that because, as I look at the argument of not having grades 13& 14 because 12 is enough. I like 4th graders and using that logic, let's just set up a system for just 4th graders, because that's convenient for me. I think that's a cop-out. That's the attitude I see as a real problem in our public system.

Thank you for coming. I know that traveling in some areas can be a hardship, at times.

KOTZEBUE
October 28, 1980

Peter Kamish:

My name is Peter Kamish. I am addressing this committee simply as a resident of Kotzebue, and I also think of myself as an educator. I have taught grades 10 through 12, and I have also taught Political Science at the college level, and I have also taught adults. My message to this committee is merely that Kotzebue really needs a community college. The need here is very great. There are adults that need an education, often don't have the financial means, with families to support, to go elsewhere for that education. I don't have any particular preference as to how the community college is managed or administered, but I think, in deciding the best way, most efficient way, whatever criteria you choose, that perhaps it would be helpful to look at the end result you want and, maybe, look backward. The community college in Kotzebue will succeed or fail depending on whether it earns the respect of the community. It will earn that respect if its students are treated as adults. I'm not sure what that means, but I suspect that in the past this has not always been the case. The reason I say that is because there are no Native members of the community attending this hearing. That's not an indication that there is a lack of interest, but rather that, in the past, the views of the very people we are intending to serve, have not been closely respected. In terms of specific suggestions, that I would make, I might say, and this sounds very conservative coming from me, don't make it too easy to get in. Also, don't make it too easy to get out, make it something that is prized in the community and perhaps, on that score, tuition is a good idea. Have not thought the question of tuition through, but I have had many Kotzebue residents say to me that the thing they get for nothing, even though it may be of great value, tends to be lightly regarded. I certainly think that the proposals we have heard here tonight for 13 & 14 years are good, but I would recommend, if that's the way we are going, that three things be kept in mind. One is, there should be a huge psychological difference between the 12th grade and the community college. That psychological distance should be maintained and emphasized. The reason I say that is: that an 18 or 19 year old person in Kotzebue, what do they want, sure, they want a college education, in the abstract, but on a day to day level they want a new snowmobile. They want to move out of their parents home, and they want to be popular. When do they really get interested in a degree or college education? Maybe after a few children, or after several years of a terrible job, maybe after several years of doing nothing. Those are the people who will best benefit from a community college. Their needs should be kept in mind, and may help in guiding this committee, in best determining under what structure the community college should be established.

KOTZEBUE
October 28, 1980

Phillip Probst:

I am Phillip Probst, pastor of a church here in town and also employed at the local snowmobile and outboard motor cycle shop. So, I am connected with the vocational end and last fall I taught at the community college--the small engine class. I didn't come down here specifically to testify, but some ideas come to mind since I am here. I feel like Peter that we do need a community college and whoever runs it--the ordinary public person doesn't care. I do think that if the school district does have it, they will do a good job, from what I have seen around here. They get things done. I have a question, on my mind, about the qualifications of the teacher, under the community college and under the 13,14-year plan. I have heard that under the 13,14-year plan, it is more stringent than for community college, and some have said, they may lose some of the locals being able to teach there. I don't think I could qualify under the 13,14-year structure. I did teach last fall in the community college. I have been employed for four years here: I have something to give on the mechanical end. There is a need for education that the community college could provide, because I have seen machines driven until they drop, rather than being fixed before, through ignorance. I would miss teaching. Students approached me this summer; I had a course lined up. Nothing happened. You mentioned the difference in teaching adults and younger people. I substituted in the high school in a mechanical course last spring. I found the teacher needs to make an adjustment. There is a difference in the way you teach. Adult people want to learn, they are in there to get it and the high school kids are there because they have to be, that is a real drag. My main message is that I would like to see a community college here, the best way that you can.

R: Regarding teacher qualifications, I believe you are attributing certification requirements for a teacher in public school system. In the 13,14-year, I don't believe there would be a natural carry-over for certification requirements. You are correct. Right now, you can't teach in the public schools unless you can meet certain certification requirements that the State puts forth. There are no such requirements for community college instructors. I would guess, simply because the 13,14-years would be associated with the school district, I don't think you would see an actual carry-over of the certification requirements in any way. I suppose, if the district were the governing body, they could impose those kinds of requirements. That would be up to the local board, but they may find that that would be unnecessary or inappropriate.

KOTZEBUE
October 28, 1980

Mike Metty:

I am Mike Metty, President of the community college in Nome. I appreciate the chance to finally hear Superintendent White and Superintendent Hohman. It's a good opportunity to hear, and it's an especially appropriate day after listening to the debate on television this afternoon. I hope ours is a little more easy-going than that one. I think I will start with a pedagogical philosophy. I agree with Pogo, that: "We have met the enemy, and he is us". I think we all face the same question, the same problem. How are we going to do the best job for the students in this region. All over Alaska the question we are addressing is how are we going to do that job best. I think, maybe, that is why we are debating this question. We don't have the answer to that. We are probably all struggling for that one, taking different points of view. I will take a few minutes to explain where I think the community colleges are coming from. That's why the legislature has been asked to investigate that: to raise that question, to raise it openly, firmly, and help us come to a decision about it. The person earlier who stated that the people of this, and most, communities don't much care who runs it. I think that they, indeed, do care that they control it, that they own it. Any institution has to guarantee the ownership by the students and the control by the students. That's a terribly difficult task for all of us to face. Just a couple of issues, not to debate, but to provide another point of view. I believe the task that faces all of us educators is the factor of collaboration, cooperation to deliver services, not competition. We often view ourselves in a viewpoint of scarcity, mentally and emotionally imposed. We must explain where we perceive the process as one of influence, open ourselves to other people's influence. Therefore, we give them influence over us; we take, have influence over them. The competition is, indeed, destructive, can be overcome, should be overcome, must be overcome. Perhaps some of the issues are that the community colleges are and should be focused on adults. Transcend the issue of turf. If institutions cannot ignore turf, then they should move beyond it. The educational issues are there. Another point is: the issue on what ought to be done, about a number of people who are achievers and should be fast-tracked; about ladders for teacher-aides; about other kinds of vocational and occupational training. Certainly, all of those things can and should be done by the community colleges; if we are not doing those things we need to be told. Perhaps the key issue always is, keep whatever education bureaucracy we have, alert and responsive and honest. If we affirm to do those jobs that we need to hear it. I appreciate hearing.

What is best for the learner? Can the community college do a better job of opening horizons, broadening vistas, focusing training, for the world that lies ahead. I have an advocacy point-of-view about that. A preponderance of evidence in this country, that community colleges can, and do, do a good job.

Mike Metty:

I urge you to think about the role of the community college, the development of it, as a wide-scale institution that has, indeed, worked with the broadest spectrum of people in the country for adult development. Back to the same question. What kind of education bureaucracy would best serve the local people? How do we best give people more control over their own destiny, control over the institutions that serve them? I haven't got the answer; I would argue that it is working, and that the statewide system that we currently have uses a significant amount of human resources, intellectual resources, regional and statewide. In any community, this sharing of resources, people, and ideas is critical to this region and all of rural Alaska. What is postsecondary education, what does it mean? In my mind, community colleges are about adult life-long learning. We try to find young adults and try to serve them throughout their life-span. College students, for the most part in rural Alaska, are part-time, and older than the average. They come back again and again. I believe the capacity and the resources of the university system are immense; the responsibleness is increasing. The system, as a whole, has a great deal to offer to Kotzebue for the Nenana region. I was asked by Chancellor O'Rourke to develop an interim program beginning in January, that, we hope, will serve the students of this community and the rural villages. It is not a significant program, but we will offer 16 to 20 credit courses, over the space of the next semester, and we will offer 6 to 10 mentors who will work with the students, in the area, and we hope this will serve, at least, the interim needs of a few people of Kotzebue. We hope the people of Kotzebue, Nenana region will tell us how we can be helpful.

Think about what the Board of Regents said when the college was closed. I am quoting from the minutes of June 26 and 27. "Effective June 30, 1980, the Board of Regents of the University of Alaska closes Chukchi Community College, because of adverse legislative action, which removed from the university the necessary operating funds for this unit. It is the intent of the Board that this closure be for one year only. The Board apologizes to the students of the Nenana region for the disruption of their educational programs, and directs the administration to take all necessary steps to minimize this disruption, to provide what services it can. It further advises the administration to seek full restoration of necessary operating funds, in the fiscal year 1982, outside the normal priorization of process".

That has been done. The university will seek full restoration of funding for a college in Kotzebue to serve the Nenana region. Thank you.

TANANA VALLEY COMMUNITY COLLEGE

Public Hearing

November 12, 1980

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Marie MacKay:

I am Marie McKay, a senior citizen here. In 1975 we started a program. There were seven people who joined this group to give instruction as well as conditioning swimming. In 1979 we had pool time of three hours. In 1980 they cut it down to two hours. What they want to do now , starting in January is: (we have a group of about 60 seniors) cut the program starting at 8 o'clock in the morning to 8:45 for the conditioning swim, 8:45 to 9:30 would be the instruction. Well now, there are fourteen people who ride the bus from downtown and are picked up at different places. The lady at Senior Citizens said she will not send a bus out at that time of the morning, because that means time and a half for the driver. She doesn't have the funds. That means those seniors have no way to go at the earlier time in the morning. They can't go in the afternoon, because there are too many things to be done like doctors and shopping. What we want is to have them leave our time the same as it is, from 9 to 11.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Richard Donnelly:

My name is Richard Donnelly. I am a community college instructor for food service technology, for six years. I would like to address a couple of things. One is the separation of the community college; the one where you want to go with the school district. I had forty-five years in the business before I became a teacher. I also ran extensive apprenticeship programs in San Francisco and on the West Coast. I am fairly familiar with apprenticeship programs, industrial trade, plus community college type things. The West Coast has very good community college type setups which were originally high schools. San Francisco Polytechnic is among the best. Very good students went to vocational high schools. Dealing with high school kids, as time went along they had adults, then became community colleges. I have never seen a successful community college operation run by a high school. I think it would be nonsense to separate the community colleges, because you are talking about a lot of money. University keeps payroll and keeps records, does work for them. They may like to get rid of it. The Federation of Teachers is in favor because they would have a lot of leverage to negotiate directly with the community colleges, no hassle with University. Could exercise a great deal more power in negotiations because of that. Besides being a member of the Teachers Federation, I am also a taxpayer though I don't know how little taxes we may be paying. One of the really big problems you have in Alaska are the small places. A community college in a bush town is nonsense. There is no way you can provide a viable education of the type a person needs to work in a very sophistocated industrial trade in a setting like that. It is not doing the student a favor and the University of Alaska is spending money to no great benefit to them, if you take someone and are not able to teach him to the end. One of my greatest hassles, that I feel strongly about, is: that most of the people who teach the trades went to school long enough to learn something about them, then went to teaching, and they don't have a glimmer of what it would actually take for a student to learn this type of trade and then go out and work. I have hired people from every training institution in the State of Alaska. Seward (it didn't exist when I started), Anchorage--their training is so deficient they would have been a helluva lot better off if they had said to me, Dick why don't you teach me this. There is no correlation between school and job. I have a very high appointive rate. I look for jobs for them, but I train them in such a manner that they understand thoroughly what it is. Now, if we are going to spend money for this kind of thing, I think it should be more effective. A vocational teacher that teaches a trade, not referring to academic types, should have served a 4-year apprenticeship in whatever trade he is supposed to be teaching, plus about ten years of working. Plus three or four of that at a supervisory level. Then if he can get along with kids he could be a pretty good teacher. I took this job because the last ten years I worked, it was nearly impossible to find anyone trained to the level I expected of them. I have had people come from the

Richard Donnelly:

vocational schools in the State of Alaska with a Certificate of Completion, and couldn't pour water, by my standards. I think something should be done about it. Working in a community college is a pretty nice job and I think, sometimes, that it is here for the benefit of the people working here, rather than the students. I get that impression. I don't think anything will be done about, bureaucracy being what it is, but this thing of separating, all you are doing is creating another bureaucracy on top of the one you already have. I can see no way that it can benefit the State of Alaska, or the students. Most vocational type training, handled the right way, is relatively inexpensive. The schools outside that I have been associated with and worked for, worked out a deal with the union that the students would go to a vocational school for a couple of years to learn the things the union requested, then serve two years in regular apprenticeship, then they would be journeymen. I think the apprenticeship type training is really the only way to go. However, in this state, it is very difficult to train people with apprenticeship, there are not enough working, not like San Francisco or New York, which could have as many as thirty or forty apprentices in one big hotel operation. Plenty of work as carpenter or ironworker available. Up here in the construction trade, it takes seven to nine years to complete the required hours to get apprenticeship certificates. A vocational school, correctly run, is better for Alaska or any place where there is no requirement to be employed on a job while training. Providing the training is correct, it is a beneficial thing. The State should decide whether they want the training institutions, whether they want them to be serious training institutions, or if they want to play games. The schools of this kind outside are not into belly dancing and 150 other things. The community schools handle that.

Q: You are an instructor with TVCC?

R: Yes.

Q: There is money now to establish a technical center in Kotzebue. Some people feel the community college should be designated as the principal educational school beyond the high school. How, from your discussion, do you lean toward a separate career center, technical center as opposed to its being part of the community college?

R: The mechanical part of learning a trade is very important, but beyond that you have to know a lot about it to work effectively, and I think a community college environment with a certain amount of academics is superior to a pure trade school. The most successful school that I know about is Edison Tech in Seattle and San Francisco Polytechnic, which teaches about twelve trades. In addition to that there is a requirement that you have so many hours of shop time, so many of lab, plus correlating academic work that is directly associated with this particular trade. The community college is set up for a degree. We have 45 hours lab time and 15 hours of academic credit. I think it is too much, and I feel that more screening is needed. It's good

Richard Donnelly:

if they can read and write before they start. I was totally amazed when I first started teaching. The high school students couldn't read and write at all well. I didn't find it out until I was showing a kid how to make something, handed him a recipe card and he messed it up because he could not read the card. He couldn't do the simple math it takes to reduce wholes to halves, etc. I feel that in the food business the student should learn about inventory control, pricing and how to figure it. Example: if you are going to feed this many people and this is a portion, how much will it cost. It's unlikely, right out of school, that they would use that, but somewhere down the line if they advance, then they will. I have a lot of students with very high employment, not many graduates. They get eighteen credits then go to work. I get a lot of those with an associate degree. For the kid who wants to be a baker or a cook, not really wanting to be a student, if he was he would be going to college, another teacher and I worked together and rewrote the curriculum of the course. We changed it to give us variability to work with a lot of different people, the ones who go for a little time, learning something specific for a job, others that are more interested in the long-term, some with lesser abilities, needing special training on how to be a kitchen helper. We rewrote to accommodate this kind. We should have the freedom in the trades to teach a little bit, a lot, or a whole lot, not just one stated type. You start here and you go there. Things like office occupations, I'm not very familiar with it, but I know some of the teachers have a lot of students and a low graduation rate, because someone decides he needs to learn to type to get a job, and just goes long enough to learn to type. This is the way a community college should be, heavily orientated toward taking people and providing employment, because one of the biggest problems we have with young people today is that they don't know how to do anything to earn a living, they don't even know how to work or to be on time. A school like this serves a good purpose for that.

Q: The students will agree with you. We do an annual high school survey. We find that an increasing number of the high school seniors are looking for training in jobs; they are looking for something that will give them an employable skill. The second question I had has to do with the suggestion about tuition. Do you have any opinion on whether or not tuition should be charged?

R: One thing, from time to time we have government programs, and what you have are students that are more interested in the financial aspect of the program than they are in going to school. As far as tuition, in California schools, they don't charge any. I never paid any. Junior colleges don't pay any tuition, I can't find fault with that.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Billie Brooks:

My name is Billie Brooks. I have been a taxpayer in this community for 32 years. This is the first time I have been able to enjoy any of the facilities at the university, only through TVCC, along with about sixty others taking this swimming class, which I am a member. It is not only for recreation, but it is therapeutic for many of them with arthritis. They are bringing some who are partially incapacitated. I feel any lessening of the hours for the swimming or any of the programs, is not right. I think you should take a look at your "hole card" and see who has been supporting this university for the last thirty or forty years.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Elizabeth Porter:

My name is Elizabeth Porter. I have been here since 1950 and I have seen the college grow. It was only about four buildings when I arrived. I helped all I could. I was one of the first to take swimming lessons for arthritis. It has helped me and a lot more. I don't think they should separate the college from the community, I think they should work together.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Ella Jean Feisa:

My name is Ella Jean Feisa. I have been here since 1948. I am 60 years old. I am taking some credits at TVCC, free tuition, of course, and I really appreciate going to TVCC. I am opposed to a split because of the cost. I think it would be a disgrace. It is like government, the more we get the more expense. I like the way it is set up and I can see much expense in all of this.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Linda Pearson:

My name is Linda Pearson. I am an employee of the Fairbanks North Star Borough. In this building, since it opened in August, 1973. A resident since 1962, attended the University, got a Masters Degree there. I did not hear your opening remarks, so I am not sure what the full intent of the meeting is. I did go through these printouts. I would like to express opinions about the tuition, the possible elimination of tuition for postsecondary education. I would be very much in favor of seeing state funds used in that way. I think what Mr. Donnelly said is very true. In my work as a counselor here, I see a lot of students coming to the Hutchison Center for training, very often, to collect money they are receiving from a sponsoring agency. I feel by eliminating tuition those students will have the opportunity for the training they are seeking, but we will eliminate the student who is not serious about it, who is here primarily to collect funding to live on. Also because the State is so wealthy, we can certainly afford to do what California has done--extend the availability of education to everyone. I feel that both community college and the school district who offer adult education have difficulty in attracting enough students to make them financially feasible, because we are very much subject to the 'boom and bust' economy here. Fairbanks suffers on and off, repeatedly. When there is a lot of employment, pipeline boom, adult enrollment in classes drops considerably. Then when we face the bust part of the cycle, where we have a lot of adults sitting on the Union hall benches, out of work, frequently it will increase our adult enrollment. Those people want to use their time wisely and they go to school to re-train, sharpen their skills, or learn something different. A large number of unemployed adults cannot afford to go to school, so we would really serve them well. I very strongly favor increasing and strengthening vocational or career education for all segments, high school and adult. Not restrict vocational education to postsecondary training. As you may know, this Hutchison facility is available to high school students. Seventy percent of the student body are high school students. Twenty-five percent of our Fairbanks North Star Borough students go on to college. It seems logical to me that vocational education is a very important part of training for adult life, for work for the future. In glancing through the structural diagram, I also favor the current community college relationship to the University. I would like to see it under the 'university umbrella', because I have heard a lot of feedback from people in the community, and I have taken a number of community college courses myself. I think it gives all of us access to the University's facilities. I am an alumnus, so I can use the library, but there are a number of senior citizens who have "seen that facility on the hill and haven't been able to get a foot in the door". They appreciate being able to use it now. I think the community college should be what the name implies. It ought to be able to use any public facility and that includes schools. I would like to see, rather than a separation, see the existing facilities used to the greatest possible extent.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Mike Thurman:

I am Mike Thurman and I live one-quarter mile up the road. Lived in Fairbanks since 1969. My experience with community college was in Kansas. I think we have a unique situation with a community college in the same town with the University. They have a little different approach and this seems to be the exception not the general rule, though it is done. Since we have two college credit agencies in town, there is competition between the two for body-count to keep classes going. I feel the people would be better served if the agencies worked together and not in competition. This could be done best under one management system, one board of regents, and one funding system. The benefits would be one administration, better utilization of existing facilities at the University, and it would eliminate the competition for state funding. I can see this is a problem. Hopefully, it would eliminate the duplication of course work and permit a more orderly transfer of college credits, perhaps control unwarrantable expansion of the community college.

Q: When you talked about the transfer of credits, is there a problem?

R: I am not aware of problems, but I thought with any separation of the two agencies there could be, with one agency there could not be a problem.

Q: Do you have any relationship with the University, at this time?

R: I work for the school district.

Q: Do you have any feelings about having the community college under the school district?

R: High school students should be allowed to have vocational education while they are in high school, would better prepare them in the world of work if they did not wait till they are out of high school. I think the school district was handling adult education, as well as high school students during the day. As far as I was concerned it was working out.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Irene Payton:

I am Irene Payton. I am associated with the University. My husband works there and I usually take a class or two with the University or the Community College. Perhaps, if I try to explain my attitude about community colleges, maybe I can think of some questions as I go along. When the whole concept of a community college in Fairbanks was talked about I thought: what for? I thought it was supposed to exist where there was no university, where those people who could not get to college would have access to higher education. So it was organized and it did human interest and hobby kind of things and vocational, which it seemed to me should be under community schools. We were just getting started with the community schools concept also and funding was coming through from the State for that, so in Fairbanks we have the University which overlaps the community college. I can see where a community college logically belongs with the school district, because they usually have the facilities that pertain to their uses. I can see where there is a problem with the University, because that is where the funding comes from. I don't like the idea of creating another agency for community schools, but if their situation is unique in certain areas then I can understand why people would prefer it that way. In Fairbanks we use University facilities. Seems more logical that they should be combined so that they're better able to work together. The community college may at times feel that their funding would be greater if they were appealing to the legislature directly, but I don't think I favor that. I don't know whether the Commission has much to say about what goes on in a community college. I think the community ought to have the say about that. I am concerned about a specific thing here, that a part of the staff of the community college functions as a private individual in contracting to do school lunches. I don't know if it is a good thing for students to be in that situation.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Michelle Bartlett:

Community services vary, as perceived by this community. In the beginning there was not a community schools program for Fairbanks. There was, at the University of Alaska, before the community college was thought of, some short courses. A program of non-credit courses for children and adults, which provided access to the community for general usage. There was a whole series of non-credit courses for children and adults. We went from sixty, including swimming in 1965 to over two hundred, now, with a budget of sixty-seven thousand dollars to one hundred sixty-eight thousand. I am in charge of the non-credit program. I believe in quality-of-instruction so I am paying most of my instructors, because I want them accountable for the quality-of-education that happens in that class. The only ones who get away from that are doctors and dentists and one-shot deals. By having to charge the community is saying that those that can't afford cannot participate; only disadvantaged. But, then, we set up a scholarship fund to take care of that. We held a work-study program last summer; the school district doesn't run a program in summer. We have been doing it in the last four years at seventy-five dollars for 22-1/2 hours of instruction. We had a work study program where the parents worked off the childrens' tuition in the office. The Community Schools program has buildings. TVCC does not have any so they allow us to house over 100 courses. Before Community Schools came in I was using the school buildings, but access was much more limited. Now it's easier, monitors make sure doors are open, etc.

Q: The school district gets some funds for Community Schools. Does that money flow through you or do they operate as separate programs?

R: Separate programs. They only keep the buildings open.

Q: If you got a group of people together who wanted a course in Chinese cooking would it be done through your program?

R: Most of the schools don't have kitchen facilities.

Q: About lowering tuition or doing away with it. If that happens in the community college what happens to community service programs?

R: We would still charge tuition or eliminate the program, because we're not getting any state funding. I think the Fairbanks community would continue to pay because they want the service.

Q: Regarding a foundation or formula approach for community colleges, if such a thing came about, one of the tougher issues in there is: what do we do about community service programs?

R: We cannot ignore them. Mandate says lifelong learning and we take that literally. Here the youngest student is six months old and the oldest is 85 years. This is the only senior citizen education program existing in the State, specifically designed for seniors. I don't want to see this program eliminated. Take the uniqueness of Fairbanks into consideration; separation may work in small places, but I question if it will serve the students of Fairbanks.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

John Hurlbut:

I've been in vocational education in Fairbanks for eleven years, teaching graphic arts. I was in some of the preliminary studies on the community college program before it came into existence, and before the Hutchinson Career Center was started. Dr. Simon from California came in 1970 and checked into the study. I think we should keep in contact with the University as far as library, etc., that are available for the community, but separate the community college. About tuition--reimbursement type where, when a course is completed the student could apply and get reimbursement, similar to way private industry pays. Courses connected with a job the company pays, also the Federal Government. If the course not completed, no reimbursement. It bothers me about the use of State money to advertise the skill center in Seward, in this community college area. Programs tied to the drafting program, we had 150 students in one semester. The part-time staff, using the school district buildings, tried to keep two programs operating out of the same building to use the best equipment. The need in this program is for permanent staff. We have up to eight part-time teachers. I am the only full-time teacher. We need at least two more full-time to keep continuity for the overall program. The adult student usually feels competition from the full-time students, but they work well together. There is a need for all staff to be responsible to one boss. Administrating and contracting could be done at top level. There is a need for programs to have sufficient funding or forget it.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Hugh Fate:

My name is Hugh Fate. I am a member of the Board of Regents, also Postsecondary Education Commission. I sat on the other side of the table three years ago listening to testimony regarding community colleges. I am here because the regents in Fairbanks are unable to attend and did not want it thought they took this lightly. In fact, we are very interested in the work that is being done here. To answer a question with a question--the matter of the split within the community colleges in Alaska. If there were actually a split, in the Anchorage area alone, who would gain the ascendency, the University of Alaska at Anchorage or the Anchorage Community College? A very serious question that I cannot, simply, answer. I have my own ideas. The community college is a mature college in Anchorage; the University of Alaska is not a mature university, therefore, who will be seeking most of the political favors? I think this would be to the detriment of the community college there. You have to ask the same question of the system: who gains the ascendency, the urban community colleges or the rural? Will rural community colleges, which three years ago were not so much for a split as for more autonomy, be left behind, to more or less fend for themselves when budgets come around? Or, will they simply ride along as far as the bargaining units are concerned? These must be answered. Past performances would make me believe that those colleges would be much better off under a system that has been sensitive to rural education, in the higher education field. Over the last several years, the University of Alaska has reflected that sensitivity. These questions are so basic to higher education in Alaska that it frightens me to think that we could impair the system of education in the State. Whether you are for the split or not, it is simply the thought of what could happen. We know what is happening now.

Another problem with the split is credit transferability. Other universities could come in and become the source through which degrees are granted. Constitutionally, in higher education in the State, the University must give these credits for degree courses. Where are they going to come from under the community college system? They would have to come under the auspices of the University. Under a split it has to be the University of Alaska or some other university contracting. It is that simple; it has to be that way. I can foresee litigation upon litigation about whose prerogative it is, Alaska or outside. It could be changed with a constitutional amendment, but that is not likely. You can amend the constitution, but you cannot change what it says now.

The next question I ask is, who will a split help? What are we really talking about? Will it help the people of Alaska, the students who partake of that education; will it only help the bargaining unit members who may get a better handle on management? Would a split help the Board of Regents? As I testified in the Senate hearings on the same subject, two years ago, there is even more of a trend toward centralization of boards, which means coordinating or whatever. Are we, just for the sake of splitting, just because of factionalized dissidents, causing a larger problem? Two or three years down the road, whatever agency the community colleges are under would have to be negotiating new contracts instead of the regents and the administration. Names would be the only difference.

Hugh Fate:

There have been problems in the community college programs, relative to the University, for several reasons. One, the lower division 100 and 200 courses sometimes overlap. If turmoil should continue unti it is harmful, then it would be better for a split to occur. I am charged as a regent to do the best I can for higher education and to bringing higher education to the people of the State of Alaska. I would be remiss if I did not, to the best of my ability, try to solve this problem and bring both closer together. If one were to exist at the expense of the other, then you have to look, very seriously, at separating. We are a long way from that; and, only until the time that both parties have thrown up their hands and simply said , "It . . . impossible," should we consider a split. There will be legislation, and the University of Alaska, the Department of Education, and many other agencies are going to have to be 'part and parcel' of any legislation that comes down. Make the best of what we have; it is not all that bad. I would not want the credibility of the panel to be misconstrued. It very well could be, the way the composition is now. The main thing we have to look at is whether the bargaining units, the colleges and the people in the University of Alaska's administration can work for the betterment of the State, realizing that every time you go in to negotiate a contract you are going to be adversaries. It's going to be that way. You can be friends and still be adversaries. When not negotiating we should be getting about the business of making the system work.

Q: In Nome, Kotzebue and Bethel we discussed what the relationship of the Policy Advisory Board should be. In the role as regent, would you discuss the role of the boards?

R: I can speak as an individual regent. I favor a very strong policy board. I have gone so far as to say, we should give them complete autonomy, with the right of review of the community college chancellor, the regents, and the president of the university. This has not been worked out. I think this is a fairly good way of coping with some of the problems. They want more autonomy and this would place the burden-of-doing on those advisory boards. They would, to a good degree, become policy boards.

Q: Bethel seems to favor a split and the local board wants more autonomy. In Nome the local board wants more autonomy, but wants to stay within the system. They feel they are making some progress and changing it now might detract from that. The people testifying in Kotzebue said they want to be under the local school district. Since there may be an effort in the legislature, particularly in the rural areas, for the 13, 14-year approach, with local autonomy under the school districts with the local school board, would you like to comment on that?

R: I think the legislators do not understand, as much as they would like to, the complexities of higher education. We are not talking about primary and secondary education or even vocational; we are talking about higher education, about credit-hours, tracks, and associate degrees. We are restrained by the constitution. It says, in the constitution, that the University of Alaska will be responsible for higher education. So, this is why I said, earlier, that you would have to do this through an outside university. You can circumvent the constitution. This is where the postsecondary commission would come

Hugh Fate:

into play, over these outside universities. They come in, as sponsoring agents, which could cause litigation. The 13, 14-year approach could cause more problems than we have at the present time. It will not give the people in those areas a better education and no better administration. At one time Bethel was a showcase of what could be done. All of a sudden something happened and it went 180 degrees. With a stronger policy board they have to answer for some of those things. The regents or other people are not going to be the 'fall-guys' for something that happens there. The 13, 14-year is not the answer. It will create problems. Who would give the 200 courses in English, Math., etc? Would those credits be transferable to the University?

Q: The legislature, in the last two sessions, has moved toward the establishment of technical centers. One was attempted in Anchorage; appropriated but not begun. The State Board of Education chose not to do it. We may be creating a two, perhaps three-prong approach to postsecondary education. One, being the community colleges, one, the university system, and, another, the vocational institutes. We are supposed to be defining a role for community colleges within the State. In many states, the community colleges have been assigned the role of vocational training at an adult level. Apparently in this state that role does not exist, at least in a defined way. One of the aspects of this is that some vocational centers are talking about offering an Associate of Applied Science degree--a two-year technical-type degree. Would you comment on what you think the role of the community colleges should be, in regard to vocational education? Do you see the centers as duplications or do you see them as having a different enough mission that we should continue creating them?

R: A skill center that will confer any type of a degree is an absolute duplication of the community college. That is the definition of the community college. Because the State has funds and there is interest, and it is in vogue, you can have all kinds of designations and all kinds of funds going into centers that will duplicate what is already existing. Now, if it was strictly a vocational institute then there is a difference. But, when there is a culmination in a degree, then you have a community college. I assume you are going to have to give some English, to give a degree. When you confer, on that individual, some credit-hours, it becomes higher education, as I defined it earlier. It is duplication unless it is purely a skill center.

Q: If the vocational school issued only a certificate, would that make a difference?

R: With a certificate, I could not tell if they had credit-hours or not. They may get a certificate of accomplishment in welding, for example. But, if the certificate says also English 101, then it would be a duplication. Back to the community college role.

Q: Would you please comment on tuition?

R: I am in favor of having parity throughout the system, which would say we should lower the tuition, specifically at the community college level. Secondly, I am not against eradicating the tuition, if the State has the money. If you do it, I would say do it system-wide, get rid of it period. It is not a bad position to say the student should pay something, if it is just a gratuity, to let them know they are earning something. Where is the fine line to let the student know that he is not getting something free?

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Jed Williams:

I am Jed Williams. I am a student at TVCC in the Electronics Department. I don't have an opinion about whether the community colleges should be out on their own, but I have some problems to tell you about. I am taking the two-year, Electronics Engineering Technician--assistant to electronics engineer. In the last three years there hasn't been a great deal of change as far as the staff is arranged for classes. No real progress in the efficiency of the whole learning process. I don't think TVCC has accreditation requirements for the teachers. It would be nice if they got some. In the course-catalog we were told to expect so many courses with certain contents. Some haven't been given, and they switch course names around. Material contained in the course is not what is needed to get the desired education to become a technician. That is how it is in Electronics. My point of view is that TVCC is heading downhill. If it doesn't change soon they will get enough bad press that it will be hard to get good teachers. Our teachers were not hired until after the school year had begun. Funds were appropriated for equipment, which has not been ordered. As far as I know, permission to spend funds came this summer and they haven't got ready for that, only discussed what is needed. In the course catalog no prerequisites were given for some of the classes. Technology classes are going to give math, especially to electronics students who have to have at least a high school algebra level, preferably trig., and on into calculus, would do a lot of good. Most of the students who went there did not have above a high school level of algebra and they were "flabbergasted" that they would have to learn so much math to get caught up. Now they have been trying to teach the math along with the course, but it tends to "cram" things in too tightly, till you can't pick it all up. The two-year degree that I am taking now, actually takes three years, which doesn't sound right to me. It might be a good idea, because of the prerequisites, that students be required to take entrance exams for some of the courses that require more math. I think they are planning on this already. Credits in the Electronics Department do not apply to a University of Alaska degree, totally separate. The Electronics Engineering program, which is all they offer, is totally a separate area from the technicians degree. One is theory and one is applied. There is a lack of a complete two-year schedule of classes. We have been given first and second semester schedules, and that's it. I don't know what classes are required, what I need to take for the whole two years. No idea. Partially, it is lack of organization in the whole department. As it is, I think I am going to go back to the University of Alaska and take the whole 4-year program, because I will get more for my money. I don't think I could get employment through this program, as it stands. That is what it is supposed to be for, not just a hobby.

Q: Would you discuss the tuition question?

R: What student is not going to be happy to do away with tuition? It would be better if they just lowered it, because if you don't have to pay, you won't appreciate it.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Julia Looney:

I am Julia Looney, Acting Coordinator for Vocational Education for Hutchinson Career Center. I am not sure what role I am taking, but most seriously, just as an individual who has lived in the community for the last ten years, and has seen the start of the community college and the competition we see. for students, in this particular area. Fairbanks has three competing agencies for students. The Career Center trying to attract the high school student, also the adult student in vocational areas with the Community College and the Community Schools. Quite frankly, I think this community is very confused as to the role of each of these facilities. That is to the detriment of all three. I don't know if we are asking for the 'cart before the horse', when we talk about dividing systems before we really define what role the community college plays in Alaska. Many states had this problem ten to fifteen years ago. Each one slowly, but surely, identified its own purpose. This is a key that needs to be done for the community college, to see, exactly, the type of student it can help the most. I think, as a city and a state, if we can zero-in on the role of the community college, and go for it, then the State will be ahead. The idea of the 13 and 14-year for high schools, I am not sure that is the way to go. Many times the students in their senior year need to feel they are finished with the high school, a breaking point. To carry on two more years there may not solve anything. However, tuition has been very high for the average community college person. I would like to see it decreased, or in some way be sure, if the community college takes over the vocational training that the high school juniors and seniors, who have not been able to get into the vocational school, can have easy access to it. I hope the tuition will be low and training easily accessible. One of the major concerns of staff at the Hutchinson Center, as we look at the possibility of this vocational center going under the community college is the idea of staffing, the amount of training required of teachers, and the fear that, because it may go under the community college setting, with part-time people involved, that the quality of teaching would not be maintained. Again, you can look at that from both sides. Studies have been made in Fairbanks and a wide variance was found. Some are afraid to go to a community college, because it has the word college after it, and yet, they can come to this center and do quite well.

Q: Any comment on what you think the role of community college should be?

R: I would rather see it, not as the senior citizen classes or the fun-and-games classes, but have it so the students can come to classes in a less terrifying setting than a college, a more comfortable setting, and yet get the same type of basic education they could get in the freshman and sophomore years at the University. Transfer the credits over to the University if they choose to go on. If they really want that, they will find the money; I think they need to feel it is important enough to put out some money for advanced training.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Dennis Demmert:

I am Dennis Demmert, Staff Assistant to Dr. Barton, President of the University of Alaska. Dr. Barton is out of the State at this time. In the last session of the Legislature, SB-61 was introduced in language which would have separated the the community colleges. It was later amended with new language, which called, instead, for a study suggesting alternative structures, for administering community colleges, the role of community colleges, and the role of advisory councils.

Q: Is the intent of the study consistent with the House Bill, or are there additional directions? Are there some that have changed from what it was, in the proposed legislation?

R: The intent is essentially what was in the original bill, but we may not be able to achieve all that was in that original bill. By the time the legislative session is back in, Thelma Buchholdt and Senator Hohman intend to report to them. The only thing added is that we have been asked to talk about tuition.

Q: Are the purposes itemized? The initial bill called for a community college split; amended to study structure alternatives. Is there any intent to make that a focus of that study?

R: I appreciate the perspective I am getting, for the first time, on the general thrust of the study. May I submit written testimony, as well? I am mainly just inquiring here, but have a comment. The University has a statewide system that is relatively new. There are growing pains, we have all known about, and many of the community colleges that were created, not by the Board of Regents, but by legislative action, and the regents have accepted that responsibility placed on them by the Legislature. We in administration began to see some problems in the development of the statewide system; at this point, we are seeing a lot of potential benefit for a statewide system. Largely within the last decade, we see potential in working as a statewide unit.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Rod Enos:

I am Rod Enos, President of Tanana Valley Community College. I have been in this system for five years and I have not found anyone who comes up with the same definition of community college. It is something different to everybody you talk with. As a result, people expect different things. I do not believe we should have separation of the community colleges from the University system. I think the position of TVCC with the University is one of cooperation and of understanding. Dr. Cutler has told everyone that we are equal partners on this campus, sharing accounting systems and registration systems. Their library is the only one we have. It's the best in the State, with 900 thousand volumes. We have responsibilities to community service, vocational education, academics and liberal arts as needed by adults. The difference between TVCC and University of Alaska is that our students are about ten years older than the university average. We have students who do not want to go to a university setting. They are scared to death; they want to stay in adult high school classes. Responsibility for adult education is with the community college. About advisory councils, I don't think they should have too much power until we have it standardized within the State. Regarding tuition, I am not aware that there is much difference between the University of Alaska and the Community College, maybe they have additional fees. The idea I like is, the first year they pay full amount, if they continue, then give them a break. About separation, here we are trying to get our own identity, get the Hutchinson Career Center for our headquarters. We will still have to use University space. We should stay status quo until we see something better.

Q: Is your program entirely evening and weekends?

R: Yes, but we do have some classes during the day that are credit classes, like art and small business, not in competition. All of Math 75 was at the University until they said it was our responsibility, so we will offer that between 8 and 5 now.

Q: If you could get your advisory boards the way you want them, how would you set them up?

R: I'll have to hedge because it is a many-faceted thing to me. It depends on what stories they have. When Washington changed over to a statewide system, they set up appointed boards at each community college district. They still had a state board for the first 3 or 4 years. It was a question, who had what power. Some of the local boards sued the state board over things like how much salary was earmarked by legislation,etc. We could have the same problem with the Board of Regents and boards of local level who might have some authority, but how you earmark or put parameters around it, could cause the problem. If they are going to have authority for program approval and budget approval, like a normal board, it should be appointed by a higher authority. I hate to go to elections, because we don't always get what we think we should have representing us. If councils have authority, then they should be appointed by the governing board or the governor.

TANANA VALLEY COMMUNITY COLLEGE
November 12, 1980

Bill Powell:

I am Bill Powell, a community college teacher and Coordinator of Mechanical Programs at Hutchinson Career Center. I would like to stress a pre-tuition system. What happens in the classes that have a very large lab fee, like welding or auto-body. The student pays 150 to 200 dollars for lab fees, his tuition is 75 dollars, maybe the fees should be subsidized, too. It seems unequal. I have a wait-and-see attitude on the rest of the points.

R: That's something we had not thought about. Thank you for stressing that point.

TELECONFERENCE with KODIAK

November 13, 1980

KODIAK TELECONFERENCE
November 13, 1980

Carol Hagel:

I am Carol Hagel, and I would like to say good evening on behalf of Kodiak Community College. Our campus president, Carolyn Floyd, isn't with us tonight because she has been in Anchorage. She is expected in on this evening's plane. She was there to interview architects in regard to a new building which is planned for the college here, and while we are on the topic, I would like to say thank you to the legislators for getting that building on the bond issue. We are looking forward to having that and we see it as an important part of our future and perhaps it ties in with the second thing that was mentioned as to what we are doing here tonight, defining our role as a community college which we see as certainly a flexible institution for adult education to meet the needs of our community. We see our new adult learning center which we have planned will help us a great deal in this area. We hope that it will give us the opportunity to provide some much needed space for a number of programs to pull together, and add some new services, such as a new computer for the students' use. We are really grateful that we are in the process of planning this new building and the expansion. I am going to introduce Frances Cater who will speak a little more on what we see as our role as a community college.

KODIAK TELECONFERENCE
November 13, 1980

Frances Cater:

I have spoken of this subject a number of times and some people are rather tired of hearing. Some of the Community College faculty emphasize the fact that we feel the community college and the university have very different roles, and that sometimes the university or people in top administration do not always understand that difference. For example, we recently had a tuition increase in the State of Alaska. The same increase as for the University, which is very unusual in terms of states who have both university systems and a community college system that are one. They still have a difference in their tuition rates. University of Hawaii, for example, according to the Sixteenth Edition of the College Blue Book, Copyright 1977, the University of Hawaii charges 450 dollars, the community college in Honolulu charges 80 dollars. In Nevada, the same thing, 660 dollars compared to 300-330 dollars. The University of Kentucky charges 480 dollars compared to 390 dollars. All of those that we know are similar to our system, there is a difference between the tuition for community colleges and the universities. We think this is important because many of our students are trying to go to school and work and it is important that we keep it at a level that they are able to meet. Paul Stubby is going to address more of the ways that the community colleges cooperate with people in the community and other agencies.

Q: First, I would like to ask you a question, Frances. It is one we have been asked in various locations concerning tuition in the community college; there is a very strong likelihood that there will be legislation introduced in this session that is going to address tuition in the community colleges. It is going to come in one or two forms; one, it will either completely remove tuition or, two, it may reduce it in some amount. That's been discussed in a number of ways as we have gone around the state to ask people whether they think tuition should be completely removed. We are talking only in the community college. We have received quite a variety of input on it. We would like to hear what you have to say about it.

R: Personally, I would say reduced, but I think there is some value in the student bearing part of the cost of his education.

Q: My name is Ron Phipps and I would like to ask you some questions. You mentioned there are different roles for the university and the community college In particular, could you address the role of the community college as you see it?

R: Mr. Stubby would like to answer that.

KODIAK TELECONFERENCE
November 13, 1980

Paul Stubby:

My name is Paul Stubby. I will indeed try. It sounds a bit ostentatious for the times that we attempt to be all things to all people, and in reality that is part of our role. For example, in Kodiak there are numbers of different kinds of populations that we try to address. The largest Coast Guard facility in Alaska is here. We try to work very closely with that unique group. Because of their particular jobs and the kind of concerns that they have, we need to develop different kinds of courses and course deliveries for that audience, more than we do for some of our other students. In addition to that we have local groups, and, again, we feel we can do anything for any people. We need the flexibility in order to do that locally. You mentioned earlier giving the local advisory council more authority in local autonomy. We are working with some of the local agencies. The Kodiak Council on Alcoholism, they are attempting to accredit local people both in Kodiak and in the villages to work with drug and alcohol abuse. They have come to us and asked us to put together a kind of curriculum that is compatible with the needs, in particular, of this area in Kodiak and in the villages. Some other unique groups that we work with: more of our students are part time, work full time so we have to come up with other kinds of course deliveries to meet their hours, there is a contingency of people working on their GED, finishing their high school programs. Again, this is a different kind of course delivery. We need the flexibility of some local autonomy. I spent two years in Bethel, Kuskokwim Community College. The needs of that college were different than ours. Having some local autonomy for the local policy advisory board with the authority to help us make decisions, we can better deliver the kinds of programs that support the people of our community.

Q: I am Donnis Thompson. I live in Kenai. I want to welcome all you people. Sorry we can't make it to Kodiak, but we're under a terrible time frame and we are having to do this type of communication. I am familiar with Kodiak; I have been there and met with some of your advisers. I would like to ask anyone who would like to answer it, can you give us an idea of percentage of GED students, Coast Guard, full time students at Kenai Community College?

R: I think about 99 percent of our people are part time, very few are full time. Average age last semester was 34 years old, average taking 5.2 credit hours first semester, means they are enrolled in one or two full-time classes and one or two, three-credit courses. We have about 70 percent women, 30 percent men. We have a few more full-time students this semester because we are participating in the statewide nursing program. Fourteen full-time nursing students who will do one year here and then go to Anchorage to do a 12-week residence, in cooperation with other community colleges. Then return to this college for another full year, then go back for a final summer. They will have completed their associates degree in nursing and be eligible for their RN. Most of our courses are at night.

We have a large number of degreed people that are taking non-credit classes. Some of those are unique, too. I taught a class on stained glass. I had six women in it with Masters degrees. I don't think they were interested in the credit for a one-credit class in art.

Paul Stubby:

Q: Do you in Kodiak do any kind of outreach programs? Any demand for that?

R: Yes, we do have. The nearest is Keniak. You can reach that by driving for an hour. We offer adult education and sewing. There's a current events discussion group. We also offer programs in the six major villages; none of those are accessible by road. Cabin construction in Akhiok is being offered. In four villages we offer modularized office occupation courses, instructors going out, helping the local instructor get started, get the people going with pre-test and taking it from there by visiting, as often as he can, weather permitting, also offering income tax training. And, in three of our villages next semester, there is a seminar with the local leaders from the Area Native Association who will give information on local government, writing proposals for economic development in the villages. Yes, we have quite a demand. More than we can fill because we don't have the staff and the budget to get out to the villages as much as we would like to.

Q: How about Native Association and forestry type programs?

R: Not sure if I know what you're asking. There is a forestry group that cooperates with the Native Association. In fact, this year through a special grant, a pass-through grant, we are able to increase our adult basic education in all the villages. The six that I mentioned are the major concentration of Native population. We don't have direct contact with the logging camp for any courses at the present time, but we're open to that should there become a need for that.

Q: I have a question. I am Miriam Carlson. We have been hearing throughout the state a number of people saying that they want to be separated from the university system, want some other system to be tied to, rather than have all individual campuses, so when you were talking about your statewide nursing program, I wondered if that's working out?

R: Yes, it is and that is the only way those students can acquire the degree they are seeking. Of the 14 students, who are all women, nine of them are married and could not possibly give up their families and responsibilities they have here. Some of them are working and that's the only way they can participate and obtain a degree.

I know they have a strong program in Kenai dealing with petrochemicals. I don't think we want to start a program in Kodiak, I think we need some kind of linkage with all the units. Mainly, when we think of government we think of control and leadership or support. We get a lot of support and energy and involvement from our local policy advisory council. Some of the linkage we have to the university seems like an extra burden; sometimes it is difficult to perceive why we are doing that, signing off on a particular grant. I am sure someone else could justify why it is necessary.

Paul Stubby:

Comment: Frances Cater would like to add to that.

Comment: I would like to go on record, again, that I am strongly for a separate system but united in terms of all the community colleges of the state.

Q: When we talk about local autonomy or control, one particular community indicated that they feel the actual outcome of that is the structure of the 13-14 years, where you have full local autonomy--total control and it's under the school district. In three other communities, the community leader, even the school district leader, felt that that was not a viable approach for a number of reasons. You are all associated with the community college, but I would like response as to what you think about that type of approach.

R: I would be opposed to that in that we are two large systems and, in many ways, although we have excellent cooperation, I do not think that the 13-14 years should be a part of the public education system. I think it should be separate. I would be for the separate system of all community colleges.

Comment: I want to add to what Frances said about keeping, or at least containing, it to a community college structure. Part of our students are transient. They are here as part of the fishing industry, and while they are here they are doing course work, and they might only take one or two classes a semester with the thought of applying the credits toward a degree somewhere else in Alaska or elsewhere. If we lose that ability to transfer courses we would lose a number of our students because they are degree-seeking students. Not full time, but they are adding to their credits with the understanding that they will apply them somewhere eventually to an associates degree or bachelors. A large percentage of our students are degree-seeking, at a very slow pace, so they can incorporate work and family with it. I would be afraid we would lose them.

Q: This is Ron Phipps again. Since you advocate a separate system under one board, I'd like you to address the responsibilities of the policy advisory council under this system. In other words, do you see the strengthening of an advisory council? Would you see any change at all?

R: I don't know how you define strength. I think it's a necessity; those kind of people help enrich what we are attempting to do. When we have policy advisory council meetings, they are not just a dissemination of information, but they are a sharing of the kinds of things that other people in the community are aware of. When we started our base program, a few years ago, that was totally generated, basically, by the policy advisory board members that are on the board from the Coast Guard base. They asked us if we could cooperate with their programs, with their unique needs, and the fact they have several large ships in and out of port--if we could help them design a curriculum so that men on those ships could take it with them, complete courses, and bring them back when they had shore leave. Lots of the programs, ideas and stimulus came from that advisory board. I think we need that local group for support.

Paul Stubby:

Q: Let me explain what I mean by strengthening. It was suggested at another site that the policy advisory should have three primary roles: (1) approval of the chief executive, the president; (2) approval of the community college budget, and (3) approval of new programs and termination of programs. So, with that in mind, could you address it, please?

R: Those are the kind of things we were talking about. I would be concerned about their ability to eliminate programs, because, statewide, there might be some concern. I would hate to ask the advisory board of Kenai to do away with the petrochemical program or have one in Nome started. I think we need co-operation between those units.

Q: I'm Donnis Thompson again, back to the 64 dollar question, the possibility of a different structure, doing away with community colleges. I would like to know of the folks here if this is a result of a PAC meeting or a personal opinion. If so, how many would feel the same way? Are you representing a group of people or have you thought anything in depth of it, as to what you would like the structure of it to look, in the event we would have a separate community college system?

KODIAK TELECONFERENCE
November 13, 1980

Frances Cater:

This is Frances Cater again. I am speaking primarily for myself and thinking of our full time faculty, which is small, that we are divided, maybe four to three. Part of them feel we should stay with the university system and others feel that we should be a separate unit. We have three other people here who have excellent views I think we should hear.

KODIAK TELECONFERENCE
November 13, 1980

Bridgetta McBride:

I am not informed enough to know what consequences would arise out of separation from the University of Alaska from the Community College. I really can't say which way. I feel that the advisory council has a very great role. They come from the community and know the needs of the community. Our last meeting had Mr. Norm Blum, who I'd hoped would be here tonight. He spoke on the fisheries program, how we can make individualization of the fisheries program for the fishermen who are rarely available for classes on a regular basis. This I feel is one of the very important tasks of the advisory board.

Q: I have a question, Bridgetta. How are the advisory council members selected or chosen for your college? It does vary in the different sites.

R: They are usually composed of five Federal employees; we have a certain group of organizations represented. We do not elect them; they are appointed.

KODIAK TELECONFERENCE
November 13, 1980

Betty Springhill:

My name is Betty Springhill. I am a retired elementary school principal. My experience with the community college goes back to the days when they had two rooms in the evening at our high school building. Bill Gregory was a part of the administration at that time and from that operational start we now have a viable, fascinating organization, hard at work. And, while I was thinking about this today, I was struck with the variety of the needs that this college seeks to serve here. Their course offerings are sometimes a little incredible that they can think of all those things, but, when I talked to some people about what the college meant to them, these are some of the ideas that I gleaned from their observations. One was that organizations can use the facilities and meet for workshops, and share with the public. An example of that was the Delta Kapa Gamma organization held a workshop for the public, at the college, using their resources, to allow the people to participate in a public affairs workshop dealing with children, their care and also child abuse. That was very successful. That's only one. I was personally involved with that one, but there are many organizations that have that opportunity. Then someone else told me that there are high school students here who are able to take enrichment courses. A young lady who is now away at college, was able, in her high school senior year, to take such courses as ceramics and quilting. Of an enrichment nature but certainly valuable. Then some of the professional women I talked to said they take the courses for their mental health; it really helps "cabin fever" in the wintertime to be able to associate in non-academic activities at the college with other women, who are just as happy as they are, to be able to get out of the house and leave the daddy home to babysit. They take sewing, specialty cooking and many other courses that meet their needs. As the holidays come around we are going to see special courses, holiday sewing, decorating and cooking. I think that in an island community you can't underestimate the value of having a situation where women, and I'm sure men too, can meet and enjoy learning and having a social experience at the same time. One interesting thing that I picked up today was: one mother was going to take computer training. "What for?" I asked. She said, "My children are going to have that as part of their lives, as matter of course, and I won't know what it is, so I am going to learn the language so I can keep up with them". Everybody has different motivation. We use the facilities for concerts and plays, encouraged by the personnel and we have had some very fine presentations from the college. Another thing I was told is that the teachers have the opportunity to take their students on field trips to the college to witness art exhibits. And, of course, there is that marvelous opportunity, that was not available when I was working toward a degree, to be able to work toward your Masters and stay here in Kodiak, eliminates the expense of moving away and having a home away from home while you attend the University. I don't know how to begin to tell you the benefits that accrue to this community from the offerings of the college. I mentioned these as something you wouldn't think of ordinarily.

Betty Springhill:

Q: This Donnis Thompson back again. One of your last remarks was about working toward a Masters. Do you have teachers who are working toward Masters now?

R: What we are trying to do is offer at least one graduate course each semester. That is basically to keep all the degreed teachers in the three elementary schools, junior high school, and the senior high who are required to have recency credits. They can come out once a semester and proceed toward their Masters degree without leaving the island. It's a very methodical process, eliminates having to move, fulfills a need for that part of the population.

Our librarian, Charlotte Hatfield would like to add the last word here.

KODIAK TELECONFERENCE
November 13, 1980

Charlotte Hatfield:

We are just completing an addition on our first building. We have three. This includes a library, three classrooms and some offices. We are hoping in the spring to have some humanities-type programs, inviting lecturers or poetry readers or concerts, to kind of pull in the community to visit our library and see our facilities. We have been so cramped for the last five years, it will be nice to have breathing space. The library is open to the community as well as to students and we encourage books being checked out by the community.

KENAI PENINSULA COMMUNITY COLLEGE

Public Hearing

November 14, 1980

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

John Wilsey:

My remarks will be short because what I want to do is welcome you here, and tell you how much we appreciate having a place where we can voice, as people, our ideas on the community college system, as it is here, and help people volunteer information that might help other people as they make decisions along the way. Rather than taking time with an address, I will step aside and let those people speak. From time to time during the day, when there is a lull, there are at least three other topics that I might speak of. They were not mentioned in your list but are related to the topics here. We advertised the fact that you were coming, so 26 people signed up. Many people will be here that did not sign up, I expect.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

David Horne:

I was hoping you would address some questions to me because I am actively involved in the planning procedure from the statewide level down. We are a rapidly developing community college as you can see from statistics provided at the door. Our expanding programs require equally flexible planning and budget procedures. In the past, we have encountered some problems trying to work within the framework of the university system. I feel that substantial improvement has been accomplished. The planning and budget system being implemented by Dr. Barton, which is now in its first full-cycle-year, should provide the necessary flow of information for informed decisions concerning allocation of available resources. I can see many advantages in our alliance with the statewide university system assuming we receive adequate funding and management flexibility necessary to carry out the primary goals of the community college which is responding to the educational needs of the local community.

Q: Are there problems with transferability of credits?

R: That is something that is being worked out in the statewide assembly. We are aware of the problems and there are advances being made.

Q: Do you have any ideas on tuition?

R: If the State has excess money they should provide educational services for students. We are looking at a system, especially in the community colleges, that is relatively small compared to community college systems outside. Thirty, as you mentioned, have separate college systems. I am sure they are dealing with a lot more students. As long as we are receiving our share of the funding, a critical point, I feel we can operate adequately.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Earl Mundell:

My name is Earl Mondell. I am a member of the advisory council, a pharmacist, and really interested in the community college. First of all, let me say that my children are all grown; I have no grandchildren entering college. So what I have to say cannot be taken personally. I would like to see a few changes made in the college. Through the years we have had a lot of problems with funding. We have had what I feel is a total lack of communication with the powers-that-be in typical bureaucratic communication. By the time we get through the chain, our total message is lost. I think it would be wonderful if tuition were free, however there should be a string attached to keep out those people who would be wasting time. There should be a refund made after satisfactory completion of a quarter, semester or whatever. One of our biggest problems is probably in housing. We would like to see some type of student housing; we have the land. The smallness of the area dictates that in order to have sufficient housing for those who desire to come and those who desire to stay in the area, that we need some type of help on that score. Those are my basic concerns.

Q: Would you comment on the advisory council?

R: I feel that we are 'treading water'. The things we try to put through 'fall on deaf ears'. The Advisory Council should have more power. It would be beneficial. The ones on this council are intelligent and have the good of the college at heart.

Q: Can you comment regarding the 13th-14th year?

R: I am not knowledgeable enough to know exactly what that would entail. We have had a close association with the borough school. I would like to see somewhere down the road, that this community college could become a 4-year college. A lot of people are not going to college because they are not qualified to go into 4-years. We have gone into vocational and I think that is very beneficial with the new bonding having industry pay, in welding, etc. This is what we want.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Marion Hylen:

My name is Marion Hylen. I am a member of Kenai Peninsula Advisory Board. There are several things I would like to bring up. One is that we are unable to get a regent on the Board. I have lived on the peninsula since 1948 and we have never had a representative on the Board of Regents at the University of Alaska. Our population is approximately 26,000 people. Ketchikan has about 11,000, Juneau, 22,000, Sitka, 8,000, Fairbanks, 63,000, and Anchorage with 202,000. Political or not, all parts of the State should have a representative. With our population and since we have the third-largest community college, I think the Peninsula should have a representative. After 33 years, I have become tired of being a step-child of Anchorage. We have two outreach programs; one in Seward and one in Homer. They are well attended. In Homer we had more credit-hours than some of the other community colleges, just in Outreach. There are other places, in between, where there are no programs at all. Some of these are: Coopers Landing, Ninilchik, North Kenai, and they are all in the area of this community college. Those across the bay should have some workshops or something. Maybe they should make a class legitimate, even with five or six people, because those people are important and the University is supposed to serve all the people of the State. The University system is a huge bureaucracy. We have had a hard time getting funding, so we have had to go to the legislature for the last two years to get funding enough to maintain courses and keep the college running. They spoke against our getting any money. I do not understand why we are a part of the University system. Our programs must be continued for the adults who are taking advantage of them.

Q: How would you correct the funding problem? Do you have an answer to it?

R: It could be corrected through the University system if we were allowed to send in our budget and get our funding, but it goes into the University fund and it does not come out the same. We have had to talk to our legislators to get enough funds to exist.

Q: One of our concerns is to ascertain, from the public, their feelings about structure. Are you saying: maintain the same structure, but strengthen it somehow, so that you are guaranteed the funding that you request?

R: Dealing with the funding; I can see no reason, if there are no frills in the budget that we present, why it is not funded as we present it; why we have to take what Fairbanks thinks we should have.

Q: Do you think the advisory board should have additional powers? How do you feel about tuition and the transfer of credits?

R: After the trouble we have had, I think our board should be a little more powerful. Maybe we sould have a little more input. Naturally, I think credits should be transferable. About tuition: everybody should pay something for everything they get. I am not one for a free handout. If they are unable to pay, there are grants. There is the possibility that they could work to help put themselves through college; my generation did.

Marion Hylen:

Q: Are you in favor of the 13th-14th year concept?

R: I am not in favor of that. I think we are keeping children children too long as it is. Even if the same courses were offered, phychologically it is not the same as college. It is not the right concept for young people. They need to grow up.

Q: If the funding with foundation approach for community colleges came about, and would work, do you see any problem with that system? If funding was taken care of, in some objective way, would you then be satisfied with the current structure?

R: I prefer seeing it kept in the University so the credits can be interchangeable. With a Board of Regents truly representative of all the State, there should be no problem.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Dane Clark:

My name is Dane Clark. I am an instructor here. It is interesting that this is the third time I have talked to a group about the college system, in the four years I have lived in Alaska. It seems to have helped. There seem to be some changes. A problem may have been that the people had two different goals, and the ones in charge of the total system were mainly university people. Therefore, the community college is on the short end. Seems a really hard situation to solve in this large state. We do not need a lot of duplicate delivery systems. Maybe we should do away with the community college/university structure and become an all-encompassing system, one system with different missions. I came from Idaho. We had a small community college started with vocational programs. It grew into a senior college with 4-year programs. Because it was under one administration, it was not labeled university or community college. It seems to have grown quite well in the area in terms of serving the needs of the community in vocational and in higher education. I wonder if we shouldn't get away from this concept of community college/university structure. That brings us down to the transferability of credits. In Anchorage, the Business Administration Department, University of Alaska wanted to become 'the Harvard of the North', in terms of providing a business education. I have some problems with that. Why should we become a 'Harvard', when, in fact, there are not that many people who have the type of intellectual capacity to benefit from it? That concept is out of place in our particular area. We should be serving the majority of the people, not a few select people who can handle this sophisticated or upper-level type education. We should make arrangements for them to be sent to those schools that provide that expertise. One of the areas we ran into in terms of transferability: they told us they would not accept our classes as credit even though our students are learning the same concepts. The justification for that was that the same things were not being taught in all areas. That is a problem within the system. Someone needs to say to the instructor: if you are not teaching the same thing, then your course should be called something else. Right now, Dr. O'Rourke has a group studying the transferability of credits from the community college to the university.

We haven't encountered anybody with problems who is going to the University in Anchorage. I found the views of the faculty in the business administration department very narrow or limited. I went up last spring to inquire about teaching and using my credits at the community college. The first response was: you should not be teaching marketing at a community college level; it is a university level class. My people will not be coming to the University of Alaska, but they need marketing for their jobs. I found, because of that separation between the University and this community college, there is not adequate communication between departments in the community college versus the university level. There can be no awareness of what the others are doing, unless an active effort is made to go out and seek information.

Q: Let's go back to transferability. Is the problem in Fairbanks or just the university in Anchorage?

R: I cannot address the Fairbanks situation because I haven't talked to anyone there. I am not aware of any problems with students transferring to Anchorage, only being told that they would not accept them. I will counsel my students to go elsewhere.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Tom Wagoner:

My name is Tom Wagoner. The first thing I would like to do is give you a brief history of Kenai Peninsula Community College. It was started in 1963, and was basically an extension center. In 1964, the University of Alaska and the city of Kenai entered into a contract that set up the college. In 1965, the contract was amended and put into effect between the Kenai Peninsula Borough School District and the community college. I would like to stress the changes in this college government. I have been with the system since 1970. It was, at that time, controlled very rigidly, program-wise, especially regarding instructor approval. Every instructor we had, had to be approved through the Fairbanks campus. In 1971, after a year of diligent work at the provost level, the office in Anchorage was set up. We were reorganized, once more, by the Board of Regents. They established a vice-president for community colleges; we were back again to the Fairbanks campus. Then came a transfer to Anchorage. There were many problems because the government of the community college was tied to the university system. For a community college to carry out its purpose, it must react to the needs of the community. Sometimes when you are governed under a university system, the structure takes away a lot of flexibility that you should have at the community college level.

I am a little bit afraid of going under the local school district. You might create a similar effect, still be governed by a board not set up to govern a community college. We might become a second cousin to an already established system. We don't need that. I have the same feeling about suggestions that the community colleges be put under the state. The school districts have the authority already to teach 13th and 14th years. This school district elects not to. Ours has chosen to cooperate with the community college.

Course offerings: This college needs to expand its course offerings. We need more vocational career type classes, and more academic. New programs are very hard to start. Dr. O'Rourke has submitted a brief for approval, which will benefit many of the students in the Peninsula, for an Associate of Arts degree.

Now, transferability of credits: When I made my choice of where to go to college, my counselor told me to be sure to choose a college which has the program you want to take, because there is a chance if you elect to change colleges you lose. That was 20 years ago and things have not changed. You are not going to have automatically transferable classes, credit for credit, either in the university system or out. It's nice to talk about, but a lot harder to implement.

Primary needs of community colleges: Establishing a good sound sub-unit of this college at Homer and Seward. People are being short-changed. The only services they get are from this campus, except for a part-time coordinator. It has never been funded. Homer and Seward are outgrowths of the Kenai Peninsula Borough School District budget, that was larger than the university's when I came here. These are the funds that were supporting the outreach program there. Those areas are demanding more services and I feel they should have them.

Tom Wagoner:

Housing: We need some. The native population could take advantage of the programs we offer; vocational programs that almost demand they be taken care of, in that way. Statewide exploratory work, eventually oil and gas, maybe a coal boom. I would propose to have a private contractor build housing units in the vicinity. Another proposal is to have the university subsidize a private business. Have the university donate land with option to buy in 20 years. Let a person run it and keep the profit; be prepared to subsidize him. Make them apartments, not dorms. Dorms are a thing of the past, expensive to administer, very highly subsidized. Students like apartment style living better.

Q: Address the tuition question, if you will?

R: I think we should have a real good look at reduction or eliminating tuition in the community college. Not at the university; it should maintain tuition. It is too much to give a person four years free. The community college is different, the student is here to get a job, a degree is secondary.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Todd Nelson:

I am Todd Nelson. I am with the Commission of Vocational Rehabilitation here in Kenai covering the Kenai Peninsula and Kodiak. The comment I would like to make is that I have found the community college to be very accommodating in rearranging class schedules. They provide special readers, if necessary, aim a person to a particular job when they finish, and adjust curriculum for physical disabilities. I feel that more vocational programs need to be added. Somewhere in Alaska, fisheries programs are needed, and the Kenai Peninsula seems like the logical place. Energy programs could be expanded. We have an ongoing coal operation across the inlet. They are bringing in people from outside, because they cannot get trained people, locally. Not many people, in this area, know about coal.

Q: What do you think about tuition? Do you have comments about the 13th-14th grade concept or other issues?

R: There should be a minimum charge for credits. Housing is a real problem in this area. I would like to see an apartment complex built near the campus, so the students would not have transportation problems. In terms of transfer of credits, that is not one very easily changed. I would like to see credits transferable within the university system. If a student took a course here, he should get equal credit anywhere in the State. I do not anticipate that will be easy to do. I don't see that the community college courses need to be upgraded into the University of Alaska system themselves, because they serve different functions and needs. I would like to see the community colleges stay more vocationally oriented.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Margo Zuelow:

I am Margo Zuelow, Dean of Instruction at the community college. Unlike some of the other people who have testified, I have not lived on the Kenai Peninsula very long, just a little over a year. I find this peninsula is very supportive of education and the community college. I think we have a fine faculty, facility and an excellent program. It is a pleasure to work within that structure. I have noticed there are some needs that the community is expressing that are, currently, not being met by the college. We are working with the advisory council to provide them. One of my assignments has been the Outreach program. We sent someone into each community asking questions about basic education. We asked them how many people needed work on GED's and language work. Also, are there other things that the community college can do for you in addition to basic education? In each community we received a list of topic areas that they would like help with. There was the area of business administration, clerical skills, fishing and workshops. Definitely, things that had to do with enhancing their lifestyle. Others were interested in classes that dealt with basic English and math, so that their young people could attend the community college and not have to take full courses. Homer and Seward areas are requesting that they have further opportunities for more extensive classwork in their communities. This would be especially helpful to some of the small communities around Homer. So we are working with local advisory boards to try to establish what seems to be a reasonable curriculum.

Homer and Seward have advisory boards. They are advisory to our advisory board with representation on the college advisory council. As Miriam mentioned, there are communities, in between, on the road that could be served in various ways. We talked to the school advisory council about what the community college could do for them with telecommunication. They became very interested in the idea. That was a chance to stop and tell them what we have to offer. If we look at many methods of delivery, we begin to cover the whole area.

This brings us to the issue of money. When you are off campus in other areas, you are talking about travel dollars and additional instructional dollars. Proposals will be placed in the budget requests asking for the additional funds to meet these needs. New program areas, that I picked up from the people in the communities, appear to have the interest, to have enough students, to make it worthwhile to develop a total program, are many and varied. We have two now. One is in cooperation with the Alaska Skill Center's forestry program. We have added some academic requirements to their program. Upon completion of that and the technical training, students will be able to get it, if it is finally approved by the Board of Regents, and will receive an associate's degree in forestry. Another program that has been requested quite often and seems to be one that will draw quite a few students, especially if we tie it tightly to our current petroleum program, is alternative energy.

Margo Zuelow:

We have a close working relationship with the public radio station in Homer. We are in the process of doing a senate investigation on job availability in that field. If we train people in the field of radio broadcasting, this will tie in closely with our current electronics program. For broader focus in that community, we are looking at emergency medical programs, one in the area of the performing arts, individualized instruction for the students who come to us at less than college level training, and additional voc/tech programs. Given those things and the positive direction that I think the college is going, and adequate funding as we grow, I would be opposed to any change in the current structure. Tuition, in my opinion, should be minimal, but there should be a charge. I agree with the other people who have spoken on the housing issue. Apartments or the cottage-type housing is definitely preferred over the traditional dormitory.

Another issue is working with our high schools. We find that transportation seems to be a real problem. To reach this campus, you need a vehicle, or access to one; someone who is coming at the same time you are. I would like to see some form of public transportation, from where the housing now exists, to downtown Soldotna, until such time as we have housing nearer.

On the transfer-of-credits issue, I believe it is a systemwide problem, and I do not think it will go away by changing the structure. The receiving institution, when it comes to transfer, is always going to be conservative, in my view. It is a matter of working with people wherever you are.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Jan See:

I will speak to you first as a full-time student. Second, right along with it as a member of the community who is interested in the goals of the community college. When I started going to school here two years ago it was my first year back at college after high school - a 15 year lapse. I had no conception of education at all. The main force behind my continuing to go to college was directly related to the type of instruction I received the first year I went to school. I will be the first to admit I was a very poor student and the help and personal attention I received here at community college through the instructors, their personal interest in me was very encouraging. There were times when I would sit back and wonder if it's worth it. So far as needs go, there are various levels of students. First, the decision to go to school. Can this community college offer what I need? Then, yes. Now, I would say no. First, I had originally started to college to go to the petroleum program which is two years. Now it's changed. I changed my major to social work I can't complete here. I will probably have to go to Anchorage. I thought the petroleum field, when I started, was interesting, instruction was excellent. I like this community and I wonder why I should go somewhere else to complete my needs. The school desn't offer what I need. As a youth counselor I have talked to young people who would like to start their college career here in Kenai. Some would like to go four years here. Basically, my view of the community college is that, since my goals have changed, it won't be able to meet my needs, but I want to help it grow.

Q: Why did you chose this college?

R: I had to change occupations because of health, looking for another occupation. I was chosen after applying for the petroleum program. Three out of 15 were chosen. Transportation was a problem because my funding was so slow that I lost my car.

Q: Do you think we need a broader program or the extra two years or both?

R: The community college should grow to meet the needs of a growing community.

Q: Do you think a student should be charged tuition?

R: When I decided to become a full-time student, I had to decide in my own mind that I was going to live a life of poverty. There is no way anyone can go to school and be happy with their financial situation. I do belive that the student should pay a tuition. It is hard to run any institution without funding. A student just given something might have a different attitude toward it.

Comment from Tom Wagoner: Another thing you might consider in making recommendations tuition-wise. The registrar and I have talked. We have a definite problem at the community college level of students who wish to take more than 18 credits. We have a consolidated fee that covers just so many credits, from there on it's free. You have two things that happen. A students signs up for 21 credits intentionally so they can drop two classes, two they aren't charged for. We can put a stop to that and do a real service. A large majority of our students are taking one or two classes, so I would propose this. Why not

Tom Wagoner:

allow the first twelve credits free-of-charge, then assess a per credit charge for every credit after 12 credits, with no maximum. For 12 credits a student would have free tuition but would pay lab fees and student activity fees. For 15 he pays the $25 per credit fee. This idea would help us out and do away with consolidated fees. The legislature might buy it if they analyze it. Do it for the university too, we will give them that.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Lorraine Lancstershire:

I am Lorraine Lancstershire and I have been here a number of years and have been most pleased to watch this facility grow. I am here asking if we could have a more complete art department. The art that is being taught here has been beneficial to many, many people, not as though they were going for an associate degree or anything. But we are lacking, in say, ceramics. We do not have the facilities that we really need. There is a room with kilns. If we had a full year of this, our youngsters could go on to get a BA.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Dean Sobey:

My name is Dean Sobey. I am Vice-President and General Manager of Spear Building Supply. We have stores located in Kodiak, Glenallen and on the peninsula here, so we are involved in those communities also. I have been involved with community colleges in two areas as an instructor. I have a master's in finance and I taught small business management. I'm involved with Clarence Goodrich on the endowment property which he graciously donated to this college effort some time back. When I was manager of the branch . .there, I had an automatic seat on that board. Two points I would like to make. This area needs this community college. From a selfish standpoint our company is active in tuition grants to people that take classes that will help our business. For a secretary who takes business courses, we will pay half the tuition. I am also involved with the Rotary Scholarship Committee which has granted some scholarships to this community college. My problem has to do with the response of management and the Board of Regents to local needs. I can point to two areas where that has become a problem. One is in the Daman Endowment property. On that board, we tried to subdivide that property, sell parcels of it or grant leases to people. The contracts and sales would have been used to grant scholarships to the community college. Clarence Goodrich, through a bunch of hard work and expense of his own, flew to Fairbanks on many occasion, trying to get that sub-division through our Rob Rough down here. The net result was a two-year stall in the program. That's one situation where the response to local needs was stalled. The other area concerns the central peninsula sports center. We have been working for three years to get to the legislature monies to be used to put together a sports center to be used by all the people on the peninsula. The original emphasis was put forth by the Kenai Peninsula Hockey Association. Last year we were granted $300,000 for preliminary design and engineering plans. The No. 1 location for that was our community college property. The reason was that we felt there was mutual benefit to both the community and the college in dual use of that facility. After discussion of endowment properties and talking with people, our committee has chosen to move the facility to city ground because of the problems we would have in design, the granting of leases and that sort of thing, thereby minimizing the dual use of that facility with the community college. I think it is a shame that we can't get more response for our regional needs down here. If there is anything left over we may get some action down here. Most of the monies are relegated, in particular the operating budget,to the Anchorage and Fairbanks facilities.

I have to give Dr. Wilsey all kinds of credit for going out into the community at large and canvassing people to find out what their background is, so that he can get some part-time instructors in here to be allowed to fulfill his programs. I would like to see this community college become autonomous so that the response to the community could be made. I feel that, with the management of the college system in Fairbanks and Anchorage, the response is delayed.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Walt Ward:

I am Walt Ward, Associate Superintendant of Schools in the Kenai Peninsula Borough School District. Superintendant Pomeroy and the Board of Education would like to have been here to meet the panel; however, they are having their state school board meeting in Anchorage, so I found a little note on my desk last night that I would be talking to you. First, I would like to mention the cooperation between the school district and the community college. We feel we have one of the best relationships of any place in the state. Last year we had 25 seniors picking up college credits while still in high school. This year we have 12. The school district budgeted $12,000 for the community college to offset the cost of seniors getting credits. We are interested in the students being able to have that opportunity, an area that we hope will grow over the years. In one of our recent publications out on a monthly basis entitled "Your School", an article further points to what I was trying to say: we have a number of what we call articulated programs or agreements between the district and the community college. An example is the welding program. The college has some of their equipment in our facility; in so doing we are able to offer a first class welding program and the college is too. When they get their additional shops, we will keep on working with them. Students come out of our metals program right into industry. The program which didn't get off the ground this year, but hopefully will next year, is refrigeration. There is a need in Alaska. Students coming out of there, if they so desire, can go to Mat Su Community College into that program. I am not only working with this college but statewide with other electronics programs. Anchorage counselors are working to find them the jobs that are available. One of the problems in the state is the counseling program, or the lack thereof. Every counselor that we have has knowledge of all the programs offered to better guide the students.

As a member of the Policy Advisory Committee, I have a number of concerns over a number of years. One is that from the information that is available, it appears that this community college is the third largest in the state which is indicated on this graph. Another is a master plan for construction. Just mention the facility that was lost here because of the amount of time it takes to get something through the university system. We are just completing additional facilities. The administration, staff and Policy Advisory Committee have some idea where buildings should go 15 years from now. We need some kind of master plan to be developed, not on here but on the other campuses. Another concern we have in administration as well as in the policy committee is reaching all the people in the borough.

The Policy Advisory Council is concerned about community colleges being established with little or no planning. The commission developed criteria and it was set up. Some were developed without even looking at the plan. One of those is now defunct after a year and a half, now we are looking at the year in that same community. I had the opportunity to look at a six million dollar plan for that area for the 13th-14th year. Looking at 45 staff members and 150 students and with no on-going funding, dollars for building but no operational bucks. They would have to go to the legislature year after year to fund

Walt Ward:

that operation. Again as a policy advisory member, we looked at 45 staff members for 150 students, and to see what we are trying to do in this facility and it confuses us sometimes.

As a taxpayer I do have some concerns about a split from the university system just because we have another administration. Another hierarchy doesn't mean we are going to have a better program. In the event of a split, we are going to find the community colleges vying for funding with the university. Probably an increase in the bargaining units, meaning higher cost of operation. There have been a number of ways for making this split, one being to make a new hierarchy for community colleges. Another is making the 13th-14th year part of the school districts. They have as much or more than they can handle. Another is the community colleges going with boroughs or political subdivisions. The problem there is that local school districts would have another split with the borough on funding, with politics getting involved, which might not necessarily improve what we have now. I am closer to being in favor of the split than I was four years ago. I haven't seen too much improvement over the funding patterns and the things happening in the state. I have a paragraph here from another document that explains this and also what Dean was talking about. In Alaska the ten community colleges are a part of the University of Alaska system. Chief administrator for each community college is titled president and reports to the chancellor of the community colleges, who in turn reports to the president of the University of Alaska, who reports to the Board of Regents. With all these steps it gets lost from the local unit, especially when it comes to funding and requests from policy advisory committees. One of the things we need to look at, I feel, is that postsecondary is somewhere going to prescribe a formula for funding based on head count enrollment. I'm not sure that's the answer, but it should be looked into; going to take a lot of people working together to make it work.

Tuition: I can't see reducing tuition, reason being students are going outside where tuition is much higher but they are still going. If a person puts something into something, he's more apt to get something out of it. Getting more and more 'freebees' and soon it doesn't mean too much.

Q: Are you happy with the authority you have in the Policy Advisory Council?

R: I am on four advisory committees. All of them are frustrated. I think we have good ideas, they go someplace and get a lot lost and that is a concern of all local policy advisory committees. Long way between here and the Board of Regents.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Hazel Heath:

I am Hazel Heath from Homer, member of the advisory council, also member of the Homer advisory committee. I have lived in Alaska since 1943 and in Homer since 1946. I feel I know the community and the Kenai Peninsula. I was mayor for eight years in Homer, enjoyed it, and am still in business in Homer. When we first started talking about dividing the University of Alaska and the community colleges I was all for it. Oh boy, if we could have our money directly from the legislature to do what we wanted to do with without somebody saying, "You're going to get it, but you're not going to get it," that would be great. But the more I look at the system the more I see something can be worked out that will be beneficial to the whole state. So I am changing my mind, I think. If we can get better cooperation between the chancellors and the regents and the legislature so that when our budget is made up and the funding is set, we get that money and know that we are going to get it, and that it won't be taken away from us for some other college or for some other purpose. I could not agree more with the things that Walt has said. The Homer situation, the Outreach program there has been going on for a long time and it leaves much to be desired because it isn't enough. I realize that when the community college was put in the middle of the borough, we did it because we thought that people would be able to travel back and forth from all over the borough to classes. It is just too far, especially in the winter time. If you are taking a concentrated class, it's too much to drive back and forth every day, so we do need housing. I would like to stress that we need dormitories and apartments for people who would come, not only for the people in the borough, but for people all over the state who would be interested in our petroleum courses and specialized courses that they can't get anywhere else. It would help us a great deal and help the students. Maybe they would want to bring families if they are doing a concentrated thing. That takes time. In Homer our coordinator works ten hours a week, which isn't nearly enough. We recently hired a new girl. She is finding that her time is being required more and more and ten hours isn't enough, so we are hoping to get additional funding to make her a full-time person. She is being called upon to do some teaching. She is a qualified person and can do that. In talking with other members of the council about what they think, they feel that some sort of schedule should be worked out right now. We have a good relationship with the community and if we can furnish the classes that they want we will keep them. If not, they will drift away from us again. I agree with the lady about the art classes, more different kinds are needed.

The master plan for our grounds, we certainly need that. Parking is not too well thought out, need to concentrate on that. The 13 - 14 grades, not sure about the villages, what can be handled there. If we gave them their own local schools, would it detract the same youngsters from coming to the community college, and that is what we should be concerned about. If those things could be given here without too much tuition, they could be close to home, home for week-ends. In the villages it may be a different thing. I can see where it would give them two more years at home, then go into a college.

Hazel Heath:

Credits should be transferred quickly, so students would not have to wait for months. Final credits are something that we have had problems with because of the connection between us and the university. That needs looking into.

Q: As an advisory member, do you think the powers should be extended?

R: I would like to see the chancellor more often. We have asked him to come down and he is so busy that he just doesn't seem to be able to make it. There should be a better communication between the advisory council and the chancellor himself. I know that Dr. Wilsey does all he can to carry on our thoughts, but sometimes it really helps to talk face to face.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Darroll Humphrey:

My name is Darroll Humphrey. I am the student body president at KPCC. I am just going to present to you some areas that the students think should be funded or that we have problems with. Parking, lockers, recreation, classrooms,lab space, shop space, lab equipment, shop equipment and dorms. This is Friday, so the parking lot is fairly empty. We have a minimum amount of space there and during peak hours it gets very overcrowded. It's not because people are not car-pooling; at least half of the students have, more than once during a semester. Paving and painting lines would help show them where to park.

There is only a limited amount of recreation here. Students pay ten dollars for activity fees. We are using high schools and try to rent the Elks club to hold college functions. Lockers: many classes like arts and crafts, shop and lab classes, need lockers to hold supplies. Bus station size lockers - none there. Classrooms: the enrollment is increasing here every semester, so classrooms are overcrowded. The classes themselves, even with pre-registration, the classes get filled up too fast, get closed. I am taking the petroleum classes. There is not enough money in the budget to open another section of the class. That student has to wait so he takes Mechanical Equipment II instead of the I class that was filled. Enrollment causes overcrowding in labs and shops. Petroleum industry keeps changing so much that lab equipment needs updating to keep step with industry. Students are waiting in line to use instruments, takes forever to finish a project. Hazel mentioned dormitories. I am in favor of them. The estimated cost to go to school here for a year - $5400. For myself, $1400 of that goes for rent. Several students are living in one house to cut down on rent, five of us, and driving back and forth. If we had dorms within reasonable distance of schools, that would save a lot of money. They would be willing to pay a reasonable rent. There are a limited number of apartments to rent and they get filled up fast. In September, if you don't get here early, you end up living ten miles out.

This is a very good school for Alaska in many different areas, but I am speaking mostly as a petroleum student. Enrollment of full-time students is increasing. I think a separation of powers would cut through the red tape, help us reach our goals, plan things out better, not have to rely on the university so much for projects that they refuse. I am in favor of all community colleges being governed by their own system. With these types of schools, during the last boom we had the state was saying we want to hire Alaskans. The oil companies were saying they are not qualified. But with schools like this, we will be ready when the gas line goes through. I have been here going on 22 years. I really want a chance to go to work in Alaska. Lots of these students do and right now the oil industry is starting to pick up a little more. Two-year students have been going outside to find other skills.

Q: Do you have any feeling about tuition levels?

R: I can go outside and go to school for close to the same amount of money as I am going to community college for here. I haven't had any trouble getting

Darroll Humphrey:

my money through loans and grants. I have known students with problems with checks in certain areas. There are people trying to make it on $1500 a semester. I cannot understand. I don't mind paying for my education but I would favor lowering it; nice if we could completely eliminate it. None is better. If the state can afford it, I am all in favor of it. Kenai is an expensive little town. The students spend most of their money on rent, travel, books and tuition.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Mary Richards:

My name is Mary Richards, a student at KPCC and due to graduate in April with a social science degree. My direction in speaking to you comes from the fact that community colleges are geared toward helping members of the community in achieving goals. I came here without direction as to goals and was helped by counselors and staff. Now I am going on to the four-year and later, a master in education. There are a lot of people in this community that got the same advantages from the same available resources. Some classes I would have liked to take, but they don't have the faculty, such as philosophy and political science. One of our degree programs in humanities doesn't have provisons for that and I think it is a shame. I assume there is no money to hire the teachers. If that is the case, why isn't the college given the funds? Is it not getting enough support? I have heard that we are not getting the funds that we probably should get.About the four-year college, it would be totally delightful if I didn't have to uproot my family and move to a new environment. My age group are the people with families and they would rather stay. Tuition? If the state takes over the tuition does that mean the state would require more control? I am on a grant and I don't necessarily feel the brunt of school costs. I do, but I am old-fashioned in that I feel if you don't pay for something it's no good. Maybe that money could go for rent and food, but we should know that there are some things, that if we want them we should have to put out a little to get them.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Paul Fischer:

I am Paul Fischer, small businessman by choice, educator by profession, acting president of the Kenai Borough Assembly. It's kind of late, but I would like to welcome the committee to the borough. When you run for re-election, as you all know, you really get a chance to meet the people and find out what they are thinking. I just ran and one of the items I wanted to talk to the people about the community college is its future. It seems there is a very strong support throughout the borough for local control of the community college. Feeling that there is an absentee board of directors and the people here don't get their needs satisfied under the present system, guess they feel they are not getting a fair shake. I think if the state legislature would allow a referendum to vote whether or not local autonomy should be at the community college level, I think you would find 80% to 90% in favor of it. We came up in 1969 and I became affiliated a little bit with the college. I did teach a graduate course to teachers. Not much going on, only during the last four to five years have I really seen the college the way I think it should be.

The community college, people have a high regard for it. Question of four-year vs some other, I would go with the four-year college. How it would operate, whether elected board or that, could be settled. I read where Anchorage needs 100 million dollars to bring their college up to where it should be. I don't object to the 100 million, but I think you should pro-rate it out. Maybe we are entitled to 5% of that for this area. This is where the people get uptight. They see the funds being spent and not much funneled down to us. Ten to twelve years ago the financing of the state came from this area and there is resentment that we did not get our fair share back. Now the emphasis is going toward the slope and other areas. All we are asking for is a fair shake and to see the college independent of the university. One way it might work is with a foundation-type unit, depending on how many students, how much money you get, no matter where.

Q: Local control?

R: I would be opposed to advisory committee control. My choice would be a governing board. An example; in Maryland they have a county community college run by a local board, but the funds do still come from the state. I think the advisory board has their thumb on it, but when they make a recommendation it is not carried out. Third way could be a central board somewhere, independent of the main university.

Q: Do you want to say anything about tuition? Transferring credits, 13 - 14 years?

R: Tuition - the lower the better. The community college was best for the young man right out of high school when community college just started. One transferred credits outside and finished there in 3-1/2 years. If you offered a four-year, I would encourage my sons. The problem with a two-year, many times, is the labeling of the courses and the transferability. Mike was fortunate.

Paul Fischer:

I would like to see all my children stay here; and they would if we could get the four-year. Two years is the uncertainty of what you can do with it. All colleges don't recognize our system of credit. I think we need some tuition like some colleges do, reducing the rates as the student progresses. If we have three children going to the same college, the third one is free. It's hard to get that third one there.

About separation, I don't think you can shore-up the present, so that it will be equitable for everybody. There will always be that competition. We are too spread out for one body to govern.

If you don't mind going back to '74 - '75, we happened to be in the lower 48 for a year, when we were allocated two to three minutes on radio or television. When the conversation started on Alaska, it would be on that for the whole program. People are interested. They don't understand what we have and what we are. When we came back, we thought the best thing we could do was get a program going in the university which would bring teachers, at their own expense, from the lower 48, spend five or six weeks, take some courses on Alaska, then go back home and talk about it. Trying to get that program going, I went back and forth to Anchorage and Fairbanks at my own expense. Finally got it going, but because the board isn't localized it keeps you running around. (20 selected from 100 applicants)

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Ginger Steffy:

I am Ginger Steffay, chairman of the natural science and math departments here at KPCC. I have a statement from a teacher who is in the hospital. He asked me to read it to you. Testimony by John Wilkerson, instructor, petroleum technology, KPCC and second vice-president, Alaska Community College Federation of Teachers 404.

Ladies and gentlemen of the committee. One should consider where our community college system has been and the objectives and goals it wished to accomplish. If it is found that the status quo should be maintained, an objective for the improvement for that status quo must be considered. Not to consider improvement would place us in the category of ancient history. On the other hand, if changes must be made they must be made, not from the standpoint of individual thought, but more of a collective benefit by all concerned to benefit all those whose futures most assuredly are at stake by our decisions. It would appear to most of us that some changes are definitely in order or, as in any organization, we will wilt and crumble on our own stagnant thoughts. I think now as one who has had a direct hand in the creation of this campus since its conception. During the past eleven years I have witnessed many changes, many of which were made for improving the system.

There has been talk of breaking away from the university, becoming our own singular college, standing on our own two feet. To me, this idea is wrong. It would only add to an already over-competitive effort to obtain funds. Under no circumstance should we let the college come under the rule of local board control nor let it be associated with school boards. To do so would be to make it a 13-14 structure under which the basis for academic freedom so cherished by colleges would be threatened. The Department of Education at state level must not be allowed to enter the picture. It would only serve to create a structure of political back-scratching and not be compatible with the type of education we want. What then can we do? Perhaps the answer is to create a complete new Board of Regents, appointed directly by the governor, with the choosing of this board of directors tied directly to the local colleges service. By this, each campus would be equally represented and a basis of formula funding could be established. There should be little if any additional administrative costs involved, merely be transferred to the new structure. By doing this the competition for funds for the community with the senior college would be eliminated, and perhaps the budgets for the local community colleges would once more be intact. This second alternative to the already existing operation should be considered only if a split between the two organizations is definitely needed.

As to other areas of concern, we in Kenai have been short of space, money, equipment & faculty since the day we opened our door. Perhaps some of that will be eliminated with the 5.6 million bond funding just approved. As to class offerings, in most courses we have continued to build on our energy programs and the petroleum extension programs just now getting under way. Finally, we must address the needs of those who we serve first and most, for without them

Ginger Steffy:

there would be no need for any of this. The students of this institution are in need of two major facilities; one for recreation, the other for housing. How to overcome the latter is a problem we have discussed, but it must be met soon with answers in order to produce students who will be proud of this college and who will be the builders of this new society that we here in Alaska are working so hard to create. I leave you with these thoughts. Weigh all suggestions and give all these ideas just consideration. Do not attempt to solve the present apparent misdirection with abrupt decisions, and in the end know that you did well by your decisions and, in fact, became a part of remembered history of the last frontier of these United States. Thank you very much.

John Wilkerson

Comments by Ginger Steffy: I have two points. One in respect to grades 13-14, I think that would be the wrong direction for us to go at this time. Eliminating community colleges is an injustice to students, a greater degree of problem with credit transferring if the student should decide to go outside for a four-year college, cause more problems rather than solving them. On the subject of transferability - I find it difficult to understand students taking courses at any community college who cannot have a math course as 105 accepted when transferring to the university. Yet the community colleges are part of the university system. I am not saying that all the problems exist with the university itself, sometimes the community offers something else just calling it Math 105. I don't see the reason for that disparity among the community colleges. The need is for more coordination between the community colleges and the university as to standards for courses. I don't think breaking the community colleges into separate units will solve the problem. I would like to see a separate community college divison with their own governing board allowing the local colleges to have more input into program development, design their own budgets, but working within some central framework rather than separate colleges on their own. I favor community colleges as a separate unit away from the university as long as we would not jeopardize the monies received and the transferability of credits to the university.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Darrell McCart:

My name is Darrell McCart. I am the community school's coordinator in the Soldotna area. I think the college is filling the need in the community. We are cooperating very closely in identifying needs within the community and designing programs to meet those needs. I operate on a more basic scale, basic courses. If they want to go on, they can come out here and get into the intensive classes.

KENAI PENINSULA COMMUNITY SCHOOL
November 14, 1980

John Wilsey:

I would like to address three questions very briefly from my own personal standpoint, based on experience in other places as well as here. The matter of local control, the second matter is a foundation of formula funding and, thirdly, ōutreach programs. I find that I can't say very much that hasn't already been said. I will also respond to the nice questions you ask everybody. The mission of a community college is to satisfy the educational needs at a higher level than the public schools can in a community. There is no such thing as a community college in this state because you don't have any local community control. You have community-oriented colleges that are doing their jobs well, but you won't have a true community college until you have true local control, when you have a board or a governing group that is chosen by the community and answers only to the community. The Policy Advisory Council powers, in my mind, are far weaker than they should be. The word 'advisory' is ill-advised because they shouldn't be advisory. They should be policy making-councils, and I hope we have tried to make our policy council act as policy makers here. There have been times when it looked otherwise, but they actually have to decide on policy. Another thing that you have to have in a true community college, for my money, is input from tax dollars, not from gifts like we get from the schools, but from basic levies against the tax income of the community. Until then the community college is a thing apart, something that sits on the outside. The choice of programs is not necessarily in the hands of the community. We have an excellent program of petroleum technology that we are very proud of. It's known all over the state and the world, but it is not a local program. We run it for the state. But in doing that, if we are not careful, we are apt to shortcut some of the local needs. Speaking of housing, last year we took a poll. We found that 140 students had to have housing when they came here. It had to be found for them, with no little help of the counselors themselves. We had 205 full-time students last year, 235 this year, so there must be at least 150 who need housing we can't afford. They have to find some other place. Let me say this. It would be quite possible to have local control. The boards now are coordinating, reporting boards to make sure that people do not grossly violate whatever the policies and laws of the state happen to be, but we have to have flexibility here. If the fishing industry says we have to have a course on, say, small launches, when needed, Monday morning at eight o'clock, we have to be able to say we will have an instructor and find space that day because it might be that a new law goes into effect on Tuesday. This is the kind of control you need if you are indeed a community college that reacts to the needs of the community. I think the advisory council should become a board of governors. I think it should be elected or selected from the community by people other than university people. There should be allowances for tax input, there must be flexibility and I think you would get it from autonomy - first short sermon.

Q: Would you elaborate on local control under the present system?

R: Sure, if a Board of Regents becomes a 'super board' and not indeed, a board of the university, meaning the university branches; if it becomes a policy-making board, it could serve as an umbrella under which you could work. It is possible, but we will need a board for community colleges with a 'super board' above it. The community colleges are not well represented on the Board of Regents. If a community college can be flexible enough to offer courses, a system can be flexible enough to operate with a top governing board under any name. To produce 62% credit hours with 25.9% of the money in this state just doesn't make good sense.

Q: This the the first time we have heard anyone say anything about the local community supporting the community colleges. I came from Oregon where that was the system. I am wondering how that would work in Alaska at the present time, where we seem to be doing away with as many taxes as possible. How would the local communities react to having to pick up that tab?

R: Let's look at some of the unorganized boroughs where they have no taxes. There would have to be some kind of an allowance just as there is on the REAA's (Rural Education Attendance Areas), to make up the difference some other way. If there aren't taxes, you have to be careful that you don't reduce everyone to the lowest possible denominator. You have to give it a chance for a community to watch it until it is able to go ahead and do more. Otherwise, let the state give every penny of the dollar here and get themselves a few principals at the school, one central authority and let it go at that.

Let's talk about the foundation for formula funding - this is one that Dr. Romesburg knows from long association with me that is dear to my heart. The first thing you should say is it is not a panacea. He who gets more money can get less at the same time. The problem is there is no systematic way to distribute budget money under the university system in Alaska. A formula for funding could be made out so as to establish at least a base upon which you could base the operations of your college. That's the idea of formula funding, would be the same if you were in Kuskokwim, Nome, Ketchikan, Anchorage or here. It's a matter of putting together what you look at as an equitable distribution, done in a mathematical way. It is not a purely objective process. There is a lot of selection based on subjective thinking, how well you fare with your politicians, how well you fare with the central authorities or whomever. To establish this base, which will also have to be followed by having discretionary money, would say to us next year, if we had 1500 students, we are at least assured of getting so much. If less students, less money. But it does not say, if we next year have 1500 students we will have the equivalent of $2,000 in adjusted money according to Anchorage levels, which is a base for the state. The other guy with 1500 students will get one million dollars in adjusted monies. That is where the problem is, because all the people should be looking for is equity between and among the different areas. I do not feel this equity is present. It is a matter of political clout. Often, we have had to go directly to the legislature. We had 400 and some full-time students, 1500 people enrolled for one thing or another during the semester and we had two administrators. There is no such thing as leadership, creative imagination, because of being so busy unlocking doors and locking them back up.

John Wilsey:

I asked the members of the national commission on small rural community colleges in the United States under the American Association of Community and Junior Colleges how many administrators they had. We are far from being the smallest community college in a state in the United States. There are hundreds smaller than the Kenai Peninsula. All you have to do is go to the records. Even the smaller ones would have about eight administrators they thought were very necessary to administer their programs. We could have followed the pattern if, indeed, we were able to hire eight administrators. I feel the students suffered. People involved suffered. It was impossible to introduce or initiate any new activities because we had to actually draw in our horns. We gave more portions in the same number of programs. This year is the first time in six or seven years that a new program is being brought up. That's shameful to have to say something like that. If you have a program that I see as vital, you have to allow for high priced and low priced programs. Then you look at a program in petroleum technology, worth about a million dollars in equipment, put together by all the people. You shouldn't have as many people in a classroom, equipment is expensive if broken - so you have to allow for high and low priced programs. The state has different ways of adjusting money so that it corresponds with other areas in the state. Our union members receive 10.5% more than the Anchorage people due to the cost of living adjustment, and I think that is fair. Margo and I get 6.15% more, quite different for administrators. There is more than one set data that would take care of the differentials between areas. I see it perhaps simplistically because there are politics behind this like mad. He who has a lot of money doesn't like to give it up easily. Also power, I see it as sitting down and using area differentials that are already there, looking at arbitrary differences in high, medium and low priced programs and the cost of administration coming out with some kind of a mathematical, logical approach to an equitable distribution of funding.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Bonnie Heimbuck:

I'm a math teacher here at the college. I worked for the university since 1967, Anchorage two years. I feel like both sides of the fence. I am going to speak about three things. I watched ACC grow from a very small school. I started taking classes in 1956. When I was raising children, I took lots of classes. We had a total night school even when I went to work for ACC and no buildings of our own. I was under the naive attitude that it would grow into a four-year school. When I found there was a conflict between the university and the community college I started to ask, where do I belong? I was very happy at ACC. When the union came in I left, went out, finished my doctorate and came back. I listened to ACC teachers say the university was putting us down. Then I went over to the University of Alaska and heard about how bad ACC was. This college seemed like ACC when it started with one exception. It was a daytime school and had full-time students. It seemed a high school, so I couldn't see why the university would complain about the students. I have listened to conflict about poor quality, transfer of credits to the university, saying the students were not ready to come into our classes. But I taught both places, same subject both places, beginning algebra and calculus. I am doing the same teaching whether I am on one side or the other, but for some reason, after I got my Ph.D. ACC people said I was no longer a good teacher. Not responsive to the kids. I did not change, so it was in teacher perception. I think there needs to be a change between the university and the community college, but I don't think it needs to be a separation. I think it needs to be in the attitude the regents have toward the positions of these two schools and toward how they approach funding two different schools. We need competitive programs. The regents reserve a particular program for a particular school. I think that is wrong. In the school district, if you have no competition it leads to mediocrity. If you have competing programs then each school has to work harder to try to attract the students. If you have a captive program, well, the conflict that has been going on between the University of Anchorage and the University of Fairbanks in the engineering program is an example. The regents have practically mandated this to stay in Fairbanks. If the students don't want to go to Fairbanks, then their option is to go outside. The same thing happens even at the community college level. I am really sold on fisheries. I see no reason in the world why we don't have an outstanding fisheries program in Kenai. This is the ideal place to have it, as the creek adjoins university lands. We could have a teaching hatchery. There are all kinds of fishermen who work out of this area, but these programs are being reserved for Juneau and Kodiak. If the people of the community want to get in a fisheries program they are supposed to go there, yet they are trying to serve the immediate area. This gives false security to programs going on in Juneau. Just because you have funds does not improve the program. The class, in my opinion, is only as good as the teacher wants to make it. Two small schools under one umbrella would be better.

One thing I have seen in ten years of teaching is the difficulty the native students have in coming to school. In Anchorage I was particularly assigned native students to my math classes, because I was supposed to be soft-hearted. I have had total classes of BIA students that have come in from villages.

Bonnie Heimbuck:

The big city was the wrong place to send them. I would like to see those students come to a small school like Kenai, but I want to see dorms. They were the biggest drop-out group, but here the reason is transportation. We are really depriving students that would profit by living within walking distance. Maybe not dorms, but efficiency apartments and a cafeteria where especially those on scholarships could buy a punch meal ticket. The apartments could be rented in the summer to other than the students if we did not run a summer program. But I think we could have a fantastic summer program right here. We could have, if we are all under the same umbrella, university teachers come in and teach some kind of graduate classes. With the student dorms or apartments filled in the summer, they would save money.

Q: How do you propose to change the attitude of the regents since you do not propose a split?

R: It has to be madated from the legislature, the government level, whatever, whoever is higher than the regents. As a legislative committee surely you have some input as to what the Board of Regents does. I don't believe their attitude reflects what the people of the state want; therefore, they need to be directed to change their attitude. Community colleges are just as viable, they are serving. If the purpose of regents is to preserve a campus or program, I understand that a university is there to do research as well as students, but this state views the college as an educational institution for students and I don't think the regents reflect that in their actions. Not these regents in particular, but the whole I have watched for 30 years in Alaska, so they have to listen to somebody.

There is room for two engineering programs in this state if we kept the kids that go outside. The ones who went out obviously didn't want to go to Fairbanks; I believe they would go to Anchorage. A fisheries program in Kenai would attract many who don't want to go elsewhere.

No problem with tuition. The real problem is transferability of credits. I saw the conflict in Anchorage as basically personal rather than on the basis of what was in the courses. That is unfortunate. It happened at ACC in two ways. We decided that University of Alaska was not reaching the students and we wanted to teach the same subject matter, so we just lowered the number of the course and taught it at the sophomore level. The University of Alaska said they didn't like the quality that was coming out of ACC so they started teaching the course, but there really was no difference, merely conflict between teachers. There are poor teachers at both places as well as outstanding teachers. At either place you get better education if you have a better teacher.

Are we making progress? Yes, I think we are progressing. Yes, more students are staying, not going outside. KPCC has no union grievances filed against it. Conflicts are being handled in-house.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Florence Collins:

I am not a teacher. I'm a student out here. I think we have a nice college. There is a lot of interest in the college and what goes on out here. I would like to see as many programs as possible done to reflect the needs of the community. I work part-time at the book store in Kenai and it's amazing the number of people requesting books for something at the college, or they are interested in something that is going to be offered here. Lots of business related to the college. Our daughter went here and got her AA, then transferred outside because they had a better library science program. She thoroughly enjoyed her classes here. We have lived in five states and I don't know how many towns, and I think this is one of the neatest schools I have ever seen. I was raised in a college town. I have only praise for the faculty and president. Anything you can do to reach all ages, with a well-rounded program that deals with needs of the community. Everyone is very proud. We get obnoxious when people don't pay attention to what we think about our college. If you can't get the regents to do it any other way, let's elect them.

Q: Did your daughter have trouble transferring?

R: No! She had all she needed. Everything was accepted all down the line.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Debbie Clark:

My name is Debbie Clark and I am a counselor at the community college. From the student service aspect, our institution has made significant progress over the past few years. This, I believe, is due to the sincere caring effort on the part of our faculty administration of the college and due to the support of our community and our Policy Advisory Board. In my mind, the students are at the heart of this institution. Without them all of us would need to go out into the streets and find jobs. The students are the ones who experience the day to day functions of our college. My frustration in serving these students comes when trying to help them function in the maze of confusion surrounding the relationship between the University of Alaska and the community college system. The multitude of paperwork generated in duplication of application in activities to many students is an educational barrier that they just cannot handle. Anything that can be done to simplify the system and make life easier for my students will make me happier. I feel that money and support should go to the programs that are truly serving our Alaska students and I believe that that kind of thing is happening at our community college. I would like to share with you that I was a counselor outside prior to coming here. I spent four years in a liberalized college in Idaho. We would come to Alaska and recruit students, trying to take away the finest of them. It was a good school and they were ready to go because they didn't feel the university had much to offer them, meaning the whole system. I felt that there must be something here to offer those students. I felt the state was doing a poor job in its higher education programs. Now on this side of the fence, I encourage them to stay, that the community college has much to offer. If you have any influence, we could certainly use a statewide campaign.

I agree that we need dorms or something. Efficiency apartments would be an excellent idea. It is difficult for many of my students to get here. Another problem for many Alaska students is financial aid, and seeing Mr. Romseburg here is great. Student loans have been one of the finest things that ever happened to students in Alaska. This year it has functioned more smoothly than in the past, even with running out of money. The counselors knew, and we were able to tell our students there was hope. We are bogged down with the bureaucratic functions when my students apply for aid. It's a maze and some are just now receiving checks for fall. They go to Anchorage for checking off by university financial aid people before coming here. At least a two week delay. I can understand the reason for that, butwhen I am sitting here with a student who doesn't have gas money to get to school or is low on groceries, it's difficult to tell him that it's the procedure. When I say kids, they are not kids, some are 35 - 40. Anything you can do to make it more simple, I would appreciate it.

Q: Will you comment on tuition?

R: I have a difference in my philosophical background and what I think would be nice is that students should be responsible for earning some of the money to support themselves in college. I would not want to see them drop tuition, where just anyone can come in and out free of charge. However, there are students that need that help and I would like to see more money going into financial aid programs.

Debbie Clark:

Room and board is a primary expense here. The standard budget we use in the university system, that we turn in to Anchorage, and that all student financial aid is based on, is a reasonable budget and it's also pretty lean. If you take $300 per month for rent and apply that times the nine months you are here, calculate your board figure and then try to use what the extension service puts out, well. Books we estimate at $250 a semester. Books are astronomical, horrible; we are trying to get some sort of student 'buy back' program. Tuition is $205 a semester, books are $250 a semester and $675 for transportation if a student lives at home. I have, in the past, had some horrendous problems. It's getting better. I think Chancellor O'Rourke is doing an excellent job at the community college level, trying to work out some of these problems.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Dennis Steffy:

I am the coordinator of the statewide petroleum education program. I am going to put my remarks together on the basis of benefit to the students. We are talking about potential modification of the adminstrative structure of the community college system bearing on the university and the department of education as a whole. I don't happen to feel that the administrative structure, with flow sheets, etc., has a whole lot to do with how the administration works. I have to feel that the good you get out of an organization comes from the people that are in it no matter what the organizational structure, is people who are dedicated to a common good cause, working together for that common cause, with other interests that any system we put together will work. We seem to have the feeling for community college autonomy rising and falling on the basis of what management structures are in place, and I have to say that since having taught my first class here in 1969 things have been improving. I would give a good portion of credit for that to people like Chancellor Pat O'Rourke, who is always open, always supportive of what we are trying to do, in the constraints of his office. I would be happier with a dictatorship based on someone that I could trust than democracy where people's aims were not completely on concert with their goals. Whatever changes are recommended in the structure itself, it's only based on the quality of people we put in them. I have to go against the present social science philosophy right now and say that we might have to recognize the fact that people are not equally competent. Some people perform better than others. In a particular situation I have heard some talk about potential reorganizational structure, grades 13 and 14, which would involve an administrative change more to the community college concept, to the department of education sort of thing. That's about the worst thing that could happen to our local unit here, no reflection on school district community college personnel, department of education or anyone. Running into problems on the transferability of credits, adding another division to that does not seem to me to serve the student needs at all.

About the local community college here - I think we have one of the best in the state, the finest people. The dedication to students is surprising to people who come to this campus. I want to add my support for student dorms. Also, we have an advisory council that would be the envy of a lot of schools and extremely good local effort from the community in supporting this college and helping us with some difficult decisions. The Board of Regents is not representative of this area. Whether or not a separate board needs to be convened for community colleges per se, that appears to have some attractive aspects so long as cooperation is maintained between the units so that our students who are increasingly taking credits outside don't get shortchanged in the process. I would like to see advisory councils have the authority to advise, to approve. There is always the potential that you will come up with an advisory board that is not as dedicated as the one we presently have. There probably should be some checks and balances in order to test that situation. Finally, tuition of $400 a year, call it $450 with activity fees, is probably not a great prohibitive factor in the bulk of students attending college. However, in some needy situations it is the difference between being able to attend or not. The campus president has a certain number of tuition waivers that can be issued. I would like to see that discretionary money increased somewhat in proportion to the economic health of the surrounding area.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Chris Lang:

My name is Chris Lang. I am the community college Outreach coordinator in Homer. I am fairly new to the job, so I don't have the complete background you people have as to how things came to be this way. The Homer population is fairly well educated. They are into continuing education along life-long lines. There is a need for people qualified to teach classes here. It's been a problem for years. My advisory committee has been requesting a budget expansion so we can meet those needs more adequately for adults who need to go back for re-training, high school students who would prefer to stay in their home towns and get an associate of arts degree before they went off to a fully accredited university. To say that it's only two hours to Kenai so they could be students here and still live at home isn't practical. When you consider trying to maintain any kind of family relationship or maintain any kind of working relationship, commuting doesn't make it. I am here to ask for an expanded budget so we can offer more classes in Homer. Also, probably include making the coordinator position full time. I have a problem with cancellation of a class all set up with students signed up. We don't know why and it doesn't make for good community relations. We need an independent budget that we could count on. We would like to be able to offer upper division classes, but that would have to be worked out with the university. There are people who would be interested.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Bob Orem:

I guess she touched on just about everything, the community college as related to course offerings, and upper division classes. Unless it becomes a four-year program, I guess they couldn't offer those. Lots of people, including oil industry people, would like it to become a four-year school. Students in that program are planning on going out and continuing at a four-year school.

There is no benefit to the 13-14 year. I don't think it would work with the higher education of community colleges already offered. Dorms are a good idea if reasonably priced and not on contract.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Eugene Collins:

My name is Eugene Collins, wearing three hats. Parent, businessman representing Homer Electric Company, and representing Kenai Chamber of Commerce. I would like to enter a letter as part of my testimony:

To Whom It May Concern:

I know John G. Wilsey, Ph.D., to be a man of impeccable character and integrity. A man that is devoted to his family, church, community and vocation. Dr. Wilsey not only works for Kenai Community College, it is his life.

Under his leadership and direction KPCC has grown in numbers, quality, stature and respect within the community. With more support and funding his leadership will carry KPCC to even greater heights.

Signed,

Eugene R. Collins, District Manager
Homer Electric Association, Inc.

As a parent I have a daughter who completed two years here, which was part of the thing that got her on the right track. She transferred to the University of Nevada at Las Vegas with every credit transferred, no problem. She has a job in the library at the college and a lot of credit goes to this community college here. My wife is in the process of completing her AA this May.

At Homer Electric Assn., we have employees from time to time that need to improve a particular job skill. It's real nice to say, you go and make a passing grade and we will pick up the tab. Several are in process now.

As a member of Kenai Chamber of Commerce: We feel it is a real asset when we are trying to attract business. We need local autonomy separate from the university and made into a four-year school independently funded. This is the ideal, but we might settle for less. No, we deserve that.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Elizabeth Taeschner:

My name is Elizabeth Taeschner, twenty-three-year resident, prior resident of Halibut Cove. We need an autonomous community college, preferably a four-year college. My position is health services coordinator for Kenai Peninsula Borough School District and my vested interest is going to come forth in my first remark and that is, I am responsible for coordinating a program for registered nurses working in our school district. Many of these gals would like to take courses, not only for their own professional enlightenment, but because now, with the emphasis on continuing education and this being tied in, in so many states, to licensure, we need to have this kind of thing available. We have had an ongoing problem with the University of Alaska School of Nursing, trying to get courses down here on the peninsula where they can attend without losing time from work. Getting certification from the university is impossible.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Wade Jakinsky:

I'm Wade Jakinsky, formerly a member of postsecondary education commission. At the present time I am a teacher who has responsibility for the libary at Ninilchik and other things. I am interested in seeing this local college become a four-year college. We have the potential and this is the time to go. We have had more from the southern part of the peninsula than we have ever had before and a great deal of interest is being shown in programs. I feel that a good academic program should be the basis for the college here. They have gone into special and particular fields in many areas, but if we can have a basic educational program for students to begin a program until we can become a four-year college, get into a good academic two-year program, then follow right on through with up to a four-year program. It will be a great benefit to the whole student body not to confine it to graduates from high school, because we have a number of teachers in the district who are always needing to re-certify. I just came from a librarians' meeting where we were wondering just what kind of course we could get now to help us, not just to re-certify, but for more skills. We need to talk about it, but I don't know how the budget is. It's better than before, I hope. I think it would help a great deal if we had stronger control locally.

Q: How do you envision a four-year college operating?

R: Independently as possible from the university system. In the past, the university system was jealous. I think this state is in a position to have colleges which would not necessarily be under the university. Would like to see some thought given to that, state colleges for instance.

Q: Would you discuss tuition and transfer of credits?

R: I think that any credits should be transferable and standards should be set that they are the same. Most people are afraid of the 13-14 concept for fear that it won't be college level, particularly if the aim is to a four-year college. Tuition should be on a par with other universities. If a four-year is not possible, then I would like to see the community colleges separated as much as possible from the university. I have seen the jealousy happen in Fairbanks, Juneau and Anchorage with four-year programs. They want as much as they can get, so the budget does not seem to come out even. I think the people can determine what they would like to put the money into better with separation.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Justin Maily:

My name is Justin Maily. I have been around this area a little while, settled in Seldovia in 1941. The postsecondary commission was here a few years ago. Anyway, I was one of the few individuals that said the community colleges should break away from the University of Alaska. It wasn't too popular. The feeling seems to have changed now. We feel the community colleges should be separated from the university and build toward a four-year college . A student should be able to leave here and start in any four-year university in the state with credits accepted. I feel the institution here would always remain a stepchild if it remains with the university control. I could visualize where the postsecondary commission would replace the Board of Regents, separately funded, if not totally independent. I think that in the financial condition the state is in that they should give a break to the young people as far as tuition is concerned, everywhere, including the university.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Don Gilman:

My name is Don Gilman. I am an ex-mayor. I am going to speak today as an ex-educator interested in adult education and voc/tech education. I had the privilege of starting the Alaska Skill Center in the spring of 1969. It was a very special program for the old Manpower and Training Act, and while it was a specific course, it was spread into two programs. Between the two parts of the program, Governor Miller announced that the Alaska Skill Center was going to be established in Seward, so one phase led to the other. I had been an administrator of the school district. I spent some time as an ex-officio member of the advisory board for the community college trying to articulate some programs between the skill center and the community college. It has been my feeling even before I got involved with the vocational programs that the community college system needed to be split from the University of Alaska Board of Regents, a definite case where bigger is not necessarily better. The local community does not have direction of the community college. No offense to the advisory board at all. They have tried very hard to put into action what they feel the people in the community would like to see in the local system, covering many square miles, and they do try to meet the needs of Seward and Homer as well as the central peninsula area.

Ten years ago, this community college was a hole in the wall beside the principal's office of Kenai Central High School. I can remember the elation when 50 students were enrolled in programs earning credits. There was no decline in school population as reported now. The colleges in Oregon had a complete separate system and succeeded way beyond our imaginations.

The immediate need is for a full-time equivalency system. There is no incentive for this community college to expand the programs, to work with the youngsters within our own school system, to try to determine what they would like, if they wanted to stay home or what, because the funding is on some 5%-8%. You would probably have to have some cost of living adjustment for wherever in the state, but there has to be that incentive to provide educational programs for people in the community. I have to commend the personnel of KPCC because I don't know that they have ever turned away a kid.

Q: What is the relationship between the skill centers and the community colleges?

R: The skill center is a concept of on-the-job training, eight hours a day type training, but there is no reason why the two of them cannot work in concert. The skill center is entry level in those areas where we in this state have a need for employment. The community colleges are somewhat different, but no reason why they cannot be transferable, maybe not in credit terms. That would be difficult to say, you have spent xx number of months in a skill center, so we are going to give you ten credits, maybe some shop credits or some testing should go on to determine the actual skill level. You will have to define skill centers as opposed to community colleges. Talking of vocational technical terms, I don't see that they would have to duplicate. When we were doing an analysis

Don Gilman:

ten or eleven years ago, as a requirement of the Manpower Training Act, there was one ingredient that had to be present at that time and that was residential housing to serve the needs of the state of Alaska. We found in the vocational programs that there was a segment of people who continued to be opposed to Manpower Development Training. The reason had nothing to do with the training or the ability of students, but had to do with the housing, a place to sleep and eat without having to go 20 miles. No school can be everything to everybody. It would be a mistake to duplicate the petroleum program in four different places, yet how does a kid from another community get here to take that kind of training? Housing is one of the answers. I don't think there will be duplication of the Seward Skill Center because of the hundreds of thousands of dollars invested in equipment; particularly heavy equipment for diesel mechanics. Every institution has its own efficiency level and when you go beyond that level, it isn't a matter of increment. It might be doubling, even though you have only 15% more classes or students. You might have to double everything to accommodate the students.

Q: How do you see the 13-14 level?

R: Giving an example of Kotzebue; it would be ludicrous to have a community college and a skill center. Train for whatever level, you are going to see in the efficiency level of a program, no matter what the population, in northwest Alaska that a school cannot be everything to everybody. No school can. I think what we are going to see in the university system are somewhat independent branches of the university and that the Board of Regents will become a board of control rather than total policy setting, so you are going to have a university in Juneau, Anchorage and Fairbanks, somewhat autonomous from each other, very similar to other states that have gone this route. You have to be careful. It goes back to my same reasoning, that a school cannot be everything to everybody. I would prefer to see a very strong autonomous community college system before we talk about any more four-year institutions.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Alex Shadura:

I am Alex Shadura, president and chief of the Comanch nation of the Comanche Indian tribe. Presently I will be sitting on the advisory council for the Kenai Peninsula Community College, replacing John Mumford. I am here on behalf of the tribe and Kenai native association. As I said in my political campaign, there is a need for a more responsive educational system on the community level to the needs of people in the area. Presently we are emphasizing only one resource and I think that is a dangerous way for an education system to develop. With the development of the resources, other resources, there is going to be an increase in population, so we have to consider needs in the other areas. I criticize the school because we have nothing here to offer the youths interested in engineering, no basics. One of the best places for youth to get jobs is in survey as a prerequisite to engineering, and to keep yourself going to school while doing it. The other thing, in light of the passage of the D-2 bill, is the demand there is going to be for survey people. Although, at the present time, the systems used are quite sophisticated, they still will need a lot of basic personnel, at least a fifteen year project and I don't see why the youth in this area have to go somewhere else to learn that trade. Also, I think we should think about agriculture. The technology of agriculture is getting so sophisticated, we can do a lot of things in the northern hemisphere that we haven't been able to do before. One of the major problems is the exodus of youth from the Kenai peninsula. I would like to see programs developed that will train youth, and endeavor to work out something with industry so there is an on-the-job type arrangement, so the people who are trained in the community will be absorbed by these. I think the community college would function better if it had more autonomy. I feel the system now is not giving the community college the chance to stretch out and be really a viable education institution as it could be. I hope the value of dollars is not being seen over other values. We need to see institutions as a need on a long range basis and be helpful and, if you do something for the youth, you have really made a mark. I think as Senator Gilman just said, that the community college should be part of the university but have more independence. Something like the University of California. It has its branches and they function separately, but still as part of the University of California system. Matter of finances - probably it is better if you are one central, but you have to have more policy say, more freedom. What you have are many, many unskilled people, not enough professional people. Reading ads in all papers, you see ads for skilled people. From my ad in several papers, I haven't had a good prospect. Also for accounting and bookkeeping as well as director, no good response. Yet, many people without jobs come asking for any kind of job because they are not skilled. This role of community college is to train.

Q: Is there room for a four-year school?

R: Yes, there is room for a four-year here, the fastest growing population center, with the increased resource development, shows increasing population. Of any area, this is the one for it.

Q: Would you go in the direction of independent or as a part of the university?

R: We could work something out. I'm always afraid of hierarchy, certain influences on the Board of Regents along with an autocratic attitude. You are not meeting needs of people, meeting the needs of the people down in the aisles. If

Alex Shadura:

the advisory group makes a recommendation it should not go to deaf ears. That is the position of the state government, because -- the governor asked me why I resigned after 3-1/2 years as the deputy director. I told him that the gentleman I was to go to if I wanted to suggest anything, his door was always open. The door was open but his ears were always shut.

KENAI PENINSULA COMMUNITY SCHOOL
November 14, 1980

Pat O'Connell:

I am Pat O'Connell, member in the state legislature for the past two years, but I have taught at the local high schools for the last ten to twelve years. I, too, can remember when the community college was a director and two secretaries, was in a cubbyhole over at the high school, didn't have 1/3 of the room that we have right around this table and it has grown since then for a variety of reasons. Most are very real reasons. There is nothing artificial, nothing imposed politically; it has grown because it meets some very real and changing demands in this community. Obviously one of the main things is industrial technology that has been the basis for some of its curriculum, the basis for financial support. In addition, it served a certain amount of the stimulation of intellectual needs of the community (not necessarily degree-oriented) one of the things that deals with the basic concept of the community college - a very real thing that the community college has to keep in mind.

As Alex mentioned, the community has grown, has 18,000 to 20,000 people in the greater peninsula area. It is not unusual to have a normal functioning college of some sort. I think it is not totally inaccurate to say that in some of the communities the community college is little more than a local employment program superimposed on the community politically. That's a harsh statement, but considering Kotzebue with the 45 staff and 150 students, and where we play with budgets in Juneau, it's not very hard to read what is really putting some of these colleges together. I make the point because I think that is absolutely not true with this particular college and needs to be recognized by whoever puts together the budget, whoever plans the curriculum, whoever has to work with these figures. Surely, I represent this community and it's a very real fact that when this particular college is making a request, it's usually pretty well adjusted on the basis of real need. If anything, we have been coming up short rather than long. I want that for the record.

There have been some comments about us going for a four-year school. I want to deal with this briefly. This college may be unique among community colleges in that perhaps we are in an area where we should look, at some point down the road, that in growing beyond our local technical skills and meeting the changing needs of our housewives and other needs, this area is unique. I have watched students graduate from high schools and tried to get them to go to the University of Alaska. They do not want to go to Fairbanks where it is forty below zero by Thanksgiving, a very real consideration. Now, if we really want to keep our students in Alaska, we need to ask this question. Do we need to develop education outlets? I haven't looked at the growth figures for the university, don't really know if the student body is growing or not, but that university has been there since the 1920's. I think it's fair to say that it is not meeting teacher education needs in the state. 450 or so teachers in this school district, probably only about 5% who have been educated in Alaska. Several have been hired who are products of our high schools, but not our secondary education system. They have gone outside. I guess it's safe to say we have the money in this state. We are looking at the funds. Do we have the desire to keep these students here? If so, then the logical place to develop a four-year college is here on the Kenai peninsula, a very desirable place.

Pat O'Connell:

As for the breaking away of community colleges from the university, the Board of Regents, as it is now - I very strongly approve of that being investigated as soon as possible. From the standpoint of curriculum independence, I don't think the community college, this one in particular, will ever really be able to develop its curriculum freely as long as the people who approve that curriculum are also dealing with the curriculum of the university itself. You see it more from the inside than as an outside observer. Same as with the budgetary process, there is no question that they do not reflect the needs of the college. They reflect the individual needs after they have gone through the political process. By that time they may or may not reflect the very real needs of the separate institutions. A commission concerned only with community colleges? There would be some strengths there.

Again, addressing the local needs, this college needs some consideration given to housing. We may never get that when Anchorage and Fairbanks also need it, and the same group of people is trying to set priorities for all those campuses. No community college will thrive when the decisions are made at a distant point. It is important that we don't lose sight of the true community college role, the things that are two-year programs and less when and if we consider a four-year college. If we are going to look in that direction I wholeheartedly approve, but it may be ten to fifteen years down the road.

Q: What do you think the legislature will think of the tuition question?

R: Psychologically, I think the legislature will accept the concept of higher level tuition. I personally have problems with no tuition simply because of the old phrase "there ain't no such thing as a free lunch". No tuition could work against the academic excellence of any educational system by simply overtaxing you with the fly-by-night person with no interest, goes because it's free and then drops out. You could deliver a wealth of paperwork and overtax the administrative system. I don't think it's too much for anyone who really has the desire.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Vern Frickholm:

I am Vern Frickholm, Soldotna resident and businessman. I have been a student in the past and also an instructor. On the basis of administrative structure, specifically the Board of Regents in their representation of the whole system, I do not favor two separate organizations running the system up here. I would rather see us stay under a single system, but I would like to see greater representation of the community college in the Board of Regents. I don't feel they are responsive to our needs here. I don't have a good suggestion for a system to put in its place, possibly another Board of Regents. Of course, we have more people empowered as the other board to make some parallel decisions and be representative of the community colleges. I have been involved where we needed to get things done here. It seemed forever to get a response, so if we had an individual with an understanding of what we go through down here, to represent us and one from other colleges it might help. A complete break away from the university might cause negative things to come out, negative competition, nontransferring of credits. It's hard to anticipate, but I think it should remain one system with a common goal of serving the students, and if you have representation from the areas on the board then the students will be served. I feel that we should all be responsible for paying tuition. It's not the only cost involved. There are others like lab fees and books. However, there are going to be need cases where people would like to come to college but don't have the dollars. Maybe a separate fund should be set up available to the counselors to make some exceptions for the tuition. I don't believe in carte blanche. I am more conservative than that. I think this is a good college here, a lot of growth potential, excellent instructors.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

George Day:

I am George Day and I want to speak as a member of the Kenai Peninsula Community College Policy Advisory Council. First, I would like to give testimony for the Kenai Chamber of Commerce. I have been on the board of directors for Kenai Chamber of Commerce for a number of years. I was asked to tell you what the board feels about the community college. (Mr. Collins is on the board also, and he spoke this afternoon. I talked to him and what he said is pretty much what I am going to say) The Chamber of Commerce recognizes the community college as a great asset to our community for several reasons. The chamber regularly responds to inquiries from out-of-state people considering a move to Kenai. One of the attractions is the community college with a wide variety of college level courses. People know they can come here and continue their education in a nearby institution. Secondly, employers in the area encourage their employees to take courses that would improve their skills. I understand that in the last few days the community college has contacted our manager to put together a program on the tourist program, on ways to help our business people meet tourists and pass on to them what our town has to offer. The college has a good relationship with local industry. We coordinate operator training programs. A good example is the Union Chemical program that is underway right now. They are the largest employer in the area. The community college is coordinating a training program for January 4, the first time that's been done locally. It's been done statewide - The Petrochemical program.

The college is constantly responsive to community needs, trying to upgrade programs. We support their efforts to gain more autonomy, to make it even more responsive to the needs, and be able to react quickly to community needs. That's basically the Chamber of Commerce position, one of pride in the community college.

Now I am speaking as a member of the advisory council. I have been on the council since 1973 when the college was operating out of the elementary school, chairman for half that time. I am proud of what we have here, but there are some things we need to do and consider for improvement of what we have. The Policy Advisory Council, the administration, the faculty and staff have struggled every year to maintain the high standards in spite of an inadequate operating budget. It's particularly discouraging when we see comparisons between the various community colleges and realize that our level of funding is near the lowest. Because of this, the Policy Advisory Council has encouraged our president to do all in his power to seek additional funding. Because the university response has been, we think, inadequate, we sought and received some assistance through the state legislature. Our legislators in this area have been very helpful in providing this additional funding, a big improvement over what we have been able to get otherwise. At one point we were on the verge of seeking additional assistance from the borough. We support some form of formula funding that supports the complexities of our programs and the growth of our student body, but that has not been forthcoming and, therefore, I personally have reached the conclusion that we are not going to realize or solve this problem until we are out from under the direct control of the University of Alaska. I favor some

George Day:

form of community college system that gives us more control of our destiny. Up until a few years ago I was strongly in support of continued association with the university, because I felt there were certain advantages, but have changed my mind after years of frustration serving on the Policy Advisory Council. Another frustration is our non-representation on the Board of Regents. We have campaigned hard to have vacancies filled by peninsula residents, but we failed. I feel we deserve better than this, and expect that a new community college system would include adequate representation on the governing board from all areas served.

In spite of these deficiencies, and because of the fine performance of our administrator, our faculty and staff, there are some things that we are really proud of. The petrochemical program is second to none in the state. The faculty for this program are outstanding people and are experts in their field. Most importantly, they are committed to providing for the needs of students. They have worked hard, extra hours and days in spite of the lack of support from the university and inadequate funding. I am particularly knowledgeable about this program because I worked for Chevron and I am in a good position to evaluate a petrochemical program. I also know all the fine work being done in the other programs, business practices,theatre arts and academic subjects.

Finally, a word of support for our campus president, Dr. Wilsey. I was on the recruitment team when we needed to fill the vacancy. Dr. Wilsey was our unanimous choice out of a large number of applicants. We were very pleased when Dr. Hiatt, then president of the university, appointed him to the position. I have never been disappointed in our choice and found him to be everything we had hoped for. His main concern has been the needs of the students. He has worked hard against a lot of resistance to gain additional funds to put together the kind of organization needed to meet our growing demand. With his guidance the college has received certification, the only one to be successful on a first try. In addition, he brings recognition to the college by his work on national community college boards. We are looking forward to many more years of community college with him at the helm.

Q: Would you talk about the role of the Policy Advisory Council? Whether it should be strengthened or left as is? Another point of discussion is the establishment of grades 13 and 14 in lieu of community college and the subject of tuition, whether it's too high or whether it should either be minimal or eliminated. Or the subject of transferability of credits or any other concern?

R: The separation, I spoke to briefly. In my service on the Policy Advisory Council, I was in support and I thought we ought to try, but that didn't produce any results. So, last year I changed my philosophy to the need to do something better. I've always felt the community colleges were being held down in their efforts to provide real top quality education because of the funding we get. We try to put together programs that aren't adequately funded. The university appears to want to hold everything in Fairbanks. Apparently Anchorage is having the same kind of trouble, and that's not responding to the local needs of the students. The people here are looking for a college education closer to home. To get it funded by the university seems to be very difficult. The Fairbanks campus is the university and that tends to lose some credibility

George Day:

if the community college continues to grow. Seems to me there's a very positive effort by the university to keep the community colleges small. That's why I am a strong supporter of a separate community college system, where we have open control over what we offer. The Kenai Peninsula area is different than most because we have a very technical society, with the petrochemical industry and the oil refinery out here, the oil capitol of Alaska, over 600 employees, all working with highly technical pieces of equipment. They need computer science courses, chemistry, physics, math and instrument courses. Things which are not needed in other parts of the state because industry is different. These are college educated people who are interested in improving themselves beyond their own job and they are looking for a college atmosphere where they can go and take other courses. The family for example: the wife, a graduate, looking for other programs and this college needs to respond to that, needs to be able to provide it. It's in demand all the time. We are having to turn people away from these kinds of programs, and I suppose that's the reason I think the funding is inequitable. To fund a program of this kind takes more per credit hour than it might for some other college. I feel the only way this college can really be responsive is with more local autonomy.

Grades 13 and 14 is a bummer. That's a college program that only dilutes the effort of the college program. I am not a supporter of that for this area. If a person is not ready for college at grade 13, then he does not belong in an extended baby sitting period. He should be ready for college. If not, then I don't think we should dilute the effort of the college system with that.

Tuition - I think we are getting a bargain with tuition as charged. If raising it was a way of providing some funding, then I think it should not be unreasonable to raise the tuition. A bargain, because here they get a very fine program.

Transfer of credits is really important. Many high school students are destined for college and attend this college for a short period and take credits with them. A person spending money for college does not waste a couple of years if credits gained at this college can be transferred.

Q: You've obviously given thought to how a college should be structured, to favor a split and separate community college systems. If you have that separate community college system, there are a couple of components you have to have - some governing body, still have the local policy board. What I wonder is, if you have given any thought to how that governing body should be selected? How the local policy should be selected? What their responsibilities should be? How should they relate in a new system?

R: The governing board should be geographically represented, recognizing all the separate needs of the community colleges. How selected? I don't know. We haven't found the right combination yet. As far as the local advisory councils, I haven't answered as to how much power they should have, but now it is made up in an ideal way.

In terms of looking at the budget, we have gained some impact on how the budget is put together and that is difficult to do, because that is one of the complaints

George Day:

I have with the University of Alaska. The budget requirements come down rapid fire. It has to be done by the administration and the advisory council cannot participate in that kind of thing. With changes, the only people that can do it are the professionals. We get a last minute look at it before it heads out. I think what we need is a Policy Advisory Council that has some veto power over the budget or some really responsible contributions to the budget. I am not saying that it has defects, but it is not providing the kind of thought that should be given by the Policy Advisory Council.

Q: Should that board select staff?

R: I think they should have a large degree of power in doing that. In this last case, our recommendation was considered, but it took a little bit of pounding to do it. We were very determined that the man we selected was the right man. I was the chairman of that committee and I had to pin Dr. Hiatt down to get to talk to him. That is what it takes to get it done. The Policy Advisory Council should be a part of that and I haven't thought through whether they should have the final vote. It's important that their opinions be given top priority.

Q: Should they have veto power?

R: That would be good. They would have a selection committee appointed by them. They would have talked to all the candidates. They would be in a position to see, to know, which candidate would fit in with the goals of the community college. They ought to be given the opportunity to select down to a few and have the governing board of the community college contribute in some way. Veto power might be a good way to put it, so that we wouldn't be getting somebody that was not right for this community. We know what our college goals are, and somebody somewhere else selects our president. Without veto power we could end up on another track.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Fritz Miller:

I am somewhat of a working character. I weld for a living, a rather specialized field. I received a note in my faculty mailbox that there was going to be a meeting. Looking at our responses throughout the community, and the welding aspect, I felt it was important for somebody to show up. We have a field out there that you can make with instant employment. It's a very lucrative field. The training facilities for welding are very limited in any of the colleges I have seen or taught at. None of these schools provide adequate training for people to go out and weld. Here, we try our best, but we don't have the equipment for an adequate program. To give you an idea of our field of vision out there, there are about six different welding contractors in the area who, from time to time, call people from outside to weld - a certified pipe welder. One thing the university does not have is qualified people. The way to get welding instructors is to be sure they can take a certified pipe test every year - test them every year. That is my personal feeling, because I have seen programs that are not adequate. At Union Chemical where I work now as a contractor, they needed 42 welders, wound up with 21, seven of whom were from outside. Five of the seven were union men, jumped off at Seattle and came up here. The union happened to be working here. They caught them so we lost five there. It put the bind on the rest of us. What I am saying is, from the community college level, you need a high quality program to get these people started from the beginning and get them out there where they can serve the community, whether that is a problem of funding or whatever. From my small world of welding and teaching people, this does not necessarily involve a complete college spectrum. It is something that does need to be done at the community college level. It's not necessarily a professional world, but everyday working people and we need to service that too. In my particular area, we are not doing that now. I don't think it's because of staffing. We have good people. I am certified. That's all I can tell you about my abilities. Union Chemical lets me work on their 5,000 lb. ammonia lines. The other instructor is a high school teacher. It's a very lucrative business. I have never had any trouble making $40,000 a year doing it. We don't have the people here to do it. It is because they have not had the experience and the technical training to do it. It's tough. You may have 200 kids and two of them will be certified welders someday.

Q: You are teaching students now. How many students?

R: Yes, I am. We start with 14. This class has been a problem. I wind up with six or seven people. The problem is no funding. We do not have a start-to-finish program. We offer courses. People in my classes are building stoves, snow machine sleds. If these people working out here want to better themselves, if they are just structural welding and they need a place to come, our tuition is very fair. We're looking at a lab fee of $75, approximately $100 next term, a total of $185 compared to the private schools where it is about $800 for the same basic course. We have union apprenticeship programs; that is a different situation. Not just everyone can get in, not everyone is qualified. We need to get people headed that way anyway, as far as being able to make the grade.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Joyce Fisher:

I am Joyce Fisher, a member of the school board here. Due to business reasons I couldn't be with the rest of the members in Anchorage today so, on behalf of the school board, I would like to welcome you and thank you for taking the time to come down here. During the past few years our college has begun to move. Some of the things I am pleased to see are the cooperation between the college and our seniors, who are some of the better students, coming over here and taking courses. As in the case of my own son, who is saving himself approximately $5,000 for one year's tuition by the fact that he took courses in his high school senior year, and independent study,has cut off a full year of his college. With our large family, it really is something terrific and also a savings to him. Plus working and planning to marry, he is going to be able to do this. I would like to see this school become an independent school from the university, being part of a school district. I know how it is when you have to divide the dollars. I think if our school was independent and given funding on the formula basis of the number of students we have, they could do a better job. I also think that if it was a four-year program, it would be more enticing to a lot of our students to remain here. I have a second son who was seriously considering staying home, but he went outside simply because he thought he wanted to go to a four-year school. The adjustment of going outside, particularly for this son (he is an Alaskan through and through), was traumatic, and he may stay home after Christmas. Outside is not to his liking. I think a lot of students would stay here and it would not detract from Fairbanks or Anchorage. Many, as with mine, if they are going away from home anyhow may as well go outside. The students who would stay here wouldn't be ones who would go to the other two campuses. If you look at the record, the college stood still and now, in the last few years, it has really begun to move at a time when our population is not moving. We are not into one of these boom periods. We are noted for boom and bust, but we are at a level stage. Yet, the college is growing. Any time you can keep the children at home, I am all for that.

Q: I was not quite clear on your testimony about a four-year independent school.

R: Two years if we are not tied into the funding of the university, which is divided with all the other community colleges. I would like it if they could expand to a four-year.

Q: How would you explain the trend of high school students planning to attend this college?

R: A combination, economics has a lot to do with it, plus students can get state loans. The college has taken on the image of being something worthwhile. They are getting the courses they need, worthwhile courses that lead somewhere.

Q: Do you think it is a trend?

R: Yes, I have heard students talking about thinking of taking the two years.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

John Wilsey (again):

The third topic that I was going to bring up at odd times was the idea of the Outreach program. The mission of the community college is to see that the demands or desires of the people in the particular area be satisfied and we haven't done that at Homer and Seward. I am not going to take the blame for that because we have tried to get, the last time, $108,000 so we could open up branches in Homer and Seward (not branches, Outreach centers) with full-time people. Sometimes these amounts are requested through the budgetary process, but after being turned down a certain number of times you start going wherever you can. Turned down on one thing, you try for something else the next time. You learn this in sales. We did not try only once, but several times. I think it is necessary because something else is having the first priority of the university, of the community college division, and before that, the first priority of the Kenai Community College has been to establish a program to reach the people who couldn't come here to complete their education. We need a program where a person in Homer can earn an AA degree in two years. There are 6,000 people living down there. That's more people than Kotzebue, more people than live in Nome, more than in a number of locations. We give ten courses. A while ago it was five. We offered 12 or 14, but we cancelled when we didn't get the right number. Unless we are able or willing to help the people in Homer and Seward, we are actually cheating them. Then there is not equal education. They have every right to complain, have a right to ask for the establishment of their own community college which would be a travesty, but they want education as much as the people of Soldotna want it. They deserve the right to have one. If you can't get them to come here, if you can't get the mountain, Mohammad must go to the mountain. That's what we are talking about here. I wanted to go on record with this.

A few threads seem to me to have gone through this whole day, which to me has been very interesting. Put it down as representation from the area in the governing board of the university. There are no representatives from here, yet we represent one-sixteenth of the total population of Alaska. We are one-eighth the size of the city of Anchorage, we are one-half the size of the city of Fairbanks, and if people want to say taxation without representation, we have a right to that parallel. Another matter that was brought up often was more local autonomy. Many people said they believe in having the separation of the community college from the university system. Others said they would like to see the community college have more power in determining their own course of events, their own programs, personnel, perhaps their own buildings. That, I thought, stood out through much of this.

Another item that was brought up many times, often in response to questions, had to do with foundation or formula funding. That is much needed because it is the only way we have right now of looking toward the establishment of equity in funding of colleges that are in the same system, who should have equal opportunities, and you cannot get them without having equal amounts of money. We've done a lot with a small amount of money here. Another thread which was not as vocal, but to me it was significant, had to do with Fritz Miller over here. There was almost a

John Wilsey:

plea for more vocational programs. We know that, but let me add that we have a 5.6 million dollar building that was just voted into the bond election which includes 3-1/2 shop areas, which should really amount to five shops. They were large areas and now we have to establish the programs in them, one of which is welding, we hope, an expensive program we know we need. It has to be good. The people spoke for a four-year college here today.

Regarding housing, about 20 of the 30 people who appeared here spoke of housing and the need for it. How many units would be needed to satisfy the demand? The desperate need for housing, also a loud and clear item through many people's testimony, students right through instructors and townspeople.

About what Mrs. Fisher was talking about, the value the local people are placing on the college. The average age here, unofficial records, has gone from 31 years to 26 years, including all the old-timers. I am included in the old-timers. I take courses myself. That average was brought down by the number of full-time students, which is 235 right now.

A: Average was 31 how long ago?

R: We figured it about three years ago. It's figured on the median.

I feel it is apropos for me to come back to some of the questions you have been asking. Grades 13 and 14: you couldn't expect me to be for it. It is not the same as the community college. It used to be called postsecondary way back in the 1930's. They were never conducted on the plane of a community college - highly technical. You heard Bonnie Heimbuck who teaches calculus, here, to Petrotech, and other students. Never find in a 13-14 structure, no matter how many millions you sank in a structure to try and teach the vocations. Couldn't be done.

About a free tuition college - having been brought up as a very poor kid in a bad economic period, I feel that anything you get for nothing is worth exactly what you pay for it. I have seen some of the students on reservations, the BIA students, who did place just that much value on it. It was a place to spend some time in a dormitory, a place to go to school, perhaps for a while. I shouldn't stereotype this, because it isn't just these kids. It's the kids who don't have to do any work at all. At the same time I think you should recognize that our tuition at the community college level is the highest in 13 states, while the tuition at the university is the lowest in those 13 western states. It would be very much worthwhile to look into a different tuition structure. Yes, it is easy to say, "I would like to have a tuition-free school." Often, in tuition-free schools you find the fees rise to meet the costs. It's really a facade, done in a slightly different way, but you still pay to go to school.

Another item I heard, really a thread but I didn't know where to put it, was the worry about the transferability of credits. It seems to pervade many people's thoughts. You shouldn't have to worry much about it. You heard the story of the University of Nevada at Las Vegas. We could point to all kinds of other places - Arizona State, Indiana, University of Idaho - they could say, "It's not exactly what we want, but there really isn't that much difference in English 101 and 111." It's a travesty to go to the University of Alaska and have them say "Our English

John Wilsey:

111 is better that your 111." That's a shame. They should be ashamed of it. We have more trouble transferring credits within the state, by far, than to outside schools. This should not be. Here I am going to say I like the Florida system, and others, where they transfer blocks of credit. If you have an approved program they transfer 60 hours of credit, that's it and no state university has the right to not accept the 60 hours. They do have a right to make sure that program is right in the first place, but once you have made a compact, they have to live with it. I think this makes real good sense. If they would do that up here there wouldn't be any great problem. There is some thinking in that direction, but as long as they can say "Dane Clark who was here this morning", if they can say "We don't like your accounting up here", so he has to take accounting again. Dane Clark is a CPA with a Masters degree. He can teach it every bit as well as somebody up there with a CPA and a Masters degree. There is no reason why Dane Clark's course should be any worse than a course they give up there. The real problem comes with something else. Up there they may have four classrooms in a row teaching accounting. No two of those are going to have the same quality of teaching, same type, same methods. In each one, even in accounting which is a very straight-forward course, you're going to find different instruction. Their English 111 they tout so highly, they can have some of the best or worse professors in the four education groups right there. We resent the fact that they like to say that people leaving here to go over there may not have as good courses as ours. This should be looked at.

I want to say something about the value of people. I want to tell the story about Mrs. Collins who sat here/ who talked about her daughter going down below to school and how she had a little trouble with library science. What happens to people is interesting, because Mrs. Collins came to this college three years ago, never having seen the inside of a college before, scared to death, but saying she was going to try one course. If it worked she might take another one. She didn't believe she could do it, and she will be graduating with her AA degree. It's people like this that we should be looking at, as well as those who come from the high school. They are just as important. In fact, the little old lady who wants to take a course in art here is just as important as a student taking petroleum courses. We have to channel money where we think it will do the most good. We are channeling money into art and the cultural areas along with the vocational areas. I hope this does not become a skill center. If it does, I think the people of the community will be the heavy losers.

KENAI PENINSULA COMMUNITY COLLEGE
November 14, 1980

Tom Healey:

I am Tom Healey representing the office of the chancellor of the community college. I work as director of academic planning for the division. Some things have come out here today that the chancellor may or may not be aware of, comments about some of the concerns. First there was a question about the advisory council; the chancellor's office supports the idea that they should have more autonomy. The extent of that should be decided by each area, but the concept is supported. Budget decisions: it's a mess, from you to us, from us to the leaders, from the leaders to legislature and all the way back. I don't know how to make that better, but will tell you some things that have happened in the last year or two. As the budgets come forward from each of the units and are required to be signed off by the advisory councils and they get to the chancellor's office before it goes on to the regents' office, then it goes on and on. They take all the budgets from the community college divisions, they look at them, they prioritize through a very complicated system of rating and looking at past performances, looking at enrollment, etc., what the budget is going to look like to the division prioritized and present them to the chancellor. Of course, the chancellor has the authority to change them. What happened this year? There were 182 priorities set. The chancellor changed one. We think the process should be removed from one small group of persons deciding what the budget should be for. It's not a perfect process, but a philosophy that we are carrying forward, and what we intend doing this year. We realize that group doesn't represent all the community college presidents, that it probably ought to be a rotating group. Beginning next year it will be a rotating group, so that each community college president will have a chance to serve on that Policy Budget Advisory Committee. So, that's a concern we have as much as you. We want to get away as much as possible from having a small group make your budget decisions for you.

Coordinators for Outreach? I heard this twice today and I believe I'm correct, at least at the division level starting July 1, 1981, fiscal 1982, that one full-time coordinator for Homer has already been approved and a half-time coordinator for Seward. So you have those people beginning at that point. You are right, it's been asked for time after time and for one reason or another through the budget process it hasn't happened. It has, at least at the division level. One thing I can't guarantee is what happens when it gets back from the legislature. I can only speak for the division level.

Tuition levels: We support low tuition. Surprising that some tuition is favored by most. We would have though everyone would say, "Sure, we would love to have free tuition."

Student housing: There is a lot of feedback from the community that student housing should be an integral part of the program here, and it's really hurting the ability of the schools to be able to offer things to people who can't drive here or commute within a reasonable distance.

TELECONFERENCE with MAT-SU

December 11, 1980

MAT SU COMMUNITY COLLEGE TELECONFERENCE
December 11, 1980

Al Okeson:

I would, first of all, like to take this opportunity to thank the members of the commission for allowing me to say a few words. The State of Alaska and the University of Alaska, through the statewide system of higher education, with the community colleges and extension centers, have been committed to the philosophy of bringing education to the people. This is, indeed, an admirable one because it affords individuals the opportunity to participate while living and working in their home communities. The colleges in Alaska, in varying degrees depending on their resources, provide individuals with opportunities for vocational-technical training, general interest courses, two-year liberal arts education and baccalaureate programs. Such education is broad and appeals to people of all ages. This important concept of providing postsecondary education makes education possible to many who would otherwise not have considered such training. In addition to providing new or to upgrade skills training it also allows many to obtain all or part of their postsecondary education with less personal sacrifice of time and money than would normally be necessary, if forced to geographically relocate in order to pursue such educational pursuits. Mat Su is a small community college. Offers the basic services of the community. Mainly that of adult basic education, continuing education, vocational-technical training, student service and general interest courses, and the first two years for an associates degree in arts and applied science. I believe the community colleges are responsible to the communities' needs within the scope of their resources. They are realizing that they cannot be all things to all people. This community college can provide most of the basic services common to most community colleges. At Mat Su Community College we are experiencing some growing pains. The need for funding is still prevalent. It has equipment needs in electronics technology to bring the program up to the state of the art. The heating and refrigeration program, which is the only program of this nature in the statewide system, is in need of additional equipment especially as it pertains to the fishing industry. This is a growing need and will continue to be so, with the increased emphasis on bottom fishing.

The computer science and data processing programs are here to stay. Training in this area relates to many careers. All people's lives are affected by data processing one way or another. At Mat Su we believe in an open-entry and open-exit program, allowing students to acquire new skills as well as provide upgrading for people wishing to brush up on their skills, enabling them to compete successfully in the labor market. Student enrollment at Mat Su Community College has been healthy. Statistics will reveal that we are enrolling more full-time students than before. Full-time student count has grown from 30 in the spring semester of 1977-78 academic year to 67 in the spring semester of 1979-80 academic year. There has been an increase in student credit hours during this same period of time from 3,414 in the 1977-78 to 4,170 in 1979-80 academic year. We have detected two trends in the last couple of years. There have been more full-time students and more demand for daytime classes. This would indicate that as the college grows and is able to offer more diverse courses, more people are enrolling in those courses and completing their programs while at home. Regarding the structure of community colleges in the state of Alaska, I am in favor of leaving the structure as it is, as a part of the university system. I believe there is a certain amount of prestige in being connected with a university system that is recognized nationally and in some instances, internationally. For a student transferring, that prestige

Al Okeson:

helps. It is also helpful in the articulation process, students transferring within the system, and for the smaller community colleges to draw on the strength and resources of the statewide system. I believe the Policy Advisory Councils play an important role in the community college and they are being given a little more authority than they had before, but I believe they should be advisory, although in our operation they are involved in any building plans, budget process, the planning process and they sign off on our budget priorities. They are a valuable asset.

Q: You were talking about the PAC and you feel it should be advisory, but they are indeed involved, and you say they sign off on the budget, what do you mean by that?

R: We would take to our committee listing our priorities as we would put them in increments, go through the budget with them, and say these are our recommendations from the faculty and administration at Mat Su. They would discuss each one and they would have input into this and could give reasons they thought something else should have a higher priority, or agree.

Q: Suppose the PAC disagrees, what happens? Do you submit the budget showing the disagreement or do you submit the budget they approved?

R: We have never had that happen. I assume we could do one of two things. One would be listen to their priorities, their arguments and then go back to our staff, and if we felt their arguments were strong enough, present this justification and perhaps it would be changed. If not, if we felt this was really strong, we could give strong justification. We would probably submit it with a note saying this is not with the agreement of the priority of the advisory committee.

A: We have heard a suggestion that the advisory councils actually become governing boards. You said that you think they should remain advisory. In the areas that have been discussed, would like you to comment on these: that the advisory board should have actual veto and approval power of the budget, should have the same kind of power for adding or deleting any programs of study and, third, the hiring of the local president. Suggestions have been made that it be incorporated into law that they have those kinds of powers and authority. From your position would you say that they should remain advisory and this be left up to the local community as to how it is done, or would you agree that it should become a part of the statutory authority of these councils?

R: I have mixed feelings. Speaking of the hiring of the president of a local community college, my feeling is that if there was strong opposition to hiring someone on the council as representative of the community, I think it would be an unwise choice to hire someone with that opposition from the council. They represent the community and this person has to work there. I do not think it should be written into the law, but that common sense should prevail. Their input on budget is crucial and important. I have mixed feelings on whether it should be veto power or not. I'm not really in favor of that veto power. From a practical point, you would want to get their input.

Al Okeson:

Q: In traveling throughout the state, we have heard different methods for selecting Policy Advisory Committees. I wonder if you could tell us how yours is selected?

R: We are going through the process now of getting more people on our advisory committee. One of the processes we have thought about doing is putting an ad in the paper to attract those who are interested in serving on an advisory committee, asking that they submit a resume so we know something about them. The present committee would sit down and try to decide on applicants that would be representative and they feel would be a real addition. These names would then be submitted to the chancellor.

Q: Basically the names selected by the committee, as it exists, and then approved by the chancellor?

R: They would make recommendations.

Q: On an entirely different subject, we have been asking people what they thought about tuition. We have had a number of responses. There is discussion that in the next legislature there will be introduced legislation that might lower or eliminate tuition. I wonder what is your feeling about tuition?

R: Rather than eliminating tuition completely, I would rather see more financial aid programs available to students. Another possibility is the tuition rebate. A student signs up for classes and if he completes them, it could range all the way to a total refund, one form of eliminating tuition.

Q: What do you think would be the cost of administering that kind of a program? Would you collect any money for tuition or would most of it go into administrative costs?

R: A good point. It may cause more work on the administrative end. I would be in favor of lowering the tuition. It gets expensive when you consider books. Even the paperbacks are expensive.

Q: Are there particular groups hard hit by having to pay tuition?

R: The single-parent family is a good example, as well as unemployed people in this depressed area. In very large families it can become difficult. Couple tuition with other expenses and it becomes a heavy burden.

Q: Let me get back to the PAC. Your last statement about that was interesting. Did you say that when you select a Policy Advisory Council member, that it is a recommendation and must be approved by the chancellor? Is it the policy now that the chancellor must approve all PAC members?

R: Yes, that is the policy that our local council wanted to utilize. They felt it added a certain amount of prestige if the appointment came from the chancellor.

Q : So, this is not a systemwide policy then?

Al Okeson:

I believe it is. I think there is a question you are going to hear from the outlying community colleges more and more; that is going to be the question of upper division classes. As you know, legally they cannot offer upper division and graduate classes. They can coordinate them through one of the university centers. With the energy crunch and the cost of commuting, the people attending community college are working people, and time being money, I think this issue is going to have to be addressed. I have no solutions, but have some ideas. We get more and more requests for upper division classes. It's something that probably could be worked out administratively rather than legislatively.

Q: If you do coordinate classes through upper division, do you do it through UAA or can you do it through the university in Fairbanks?

R: I guess we would have the option of doing it through either one. Right now most of our upper division is coordinated through REA, Rural Educational Affairs. However, if we have a specific course that we want approved we go through UAA to get the course and the instructor approved. That person is paid through REA. When we receive the income for that, it goes into a separate account. The college provides the support, so with more courses offered there is going to be a need for hard dollars to cover some of the overhead. I think that as many of these courses as possible should be offered so long as we are not lowering quality and the resources are there.

MAT SU COMMUNITY COLLEGE TELECONFERENCE
December 11, 1980

Ray Nelson:

My name is Ray Nelson. I am a student and the president of the student council at Mat Su Community College. I would like to say that Al Okeson and the administration at the community college are really doing a superior job in helping us. There are a few things that have to be considered in order for the students to receive the type of education we are entitled to. The courses are not adequate enough. We need educational courses, health sciences courses, and home economics, to name a few. We do need upper division classes, primarily because the high cost of gasoline to drive to Anchorage is a hardship to most of us, especially to those who are unemployed. Because of the lack of classroom space, many students must attend classes held in the local junior high and high schools, when they should be under a college environment, breaking down communication between student and student-body action. We have the facility for a chem lab, but do not have the equipment. We have need of a dual-purpose room. It could be used for sports, seminars and a place for graduation ceremonies, instead of going to the high school. A swimming pool would encourage health education, but also encourage student participation as other colleges do. Mat Su Community College is growing and will continue to grow as long as there are classes being offered that meet the needs of the community.

Q: Do you have any feeling about the administrative structure between the university and the community colleges?

R: I think they are doing a fine job. I know there is a lot of red tape and the budget is an important factor with what they have to work with, especially since classes have increased. We have presented what we wanted and they have helped in every way possible.

Q: Do you think you should be paying the current level of tuition or do you think tuition should be reduced, or eliminated altogether?

R: It would be foolish to say that I am happy with current tuition costs. I think if you want an education you should be willing to pay for it. I would like to see it lowered because of the people who cannot afford to go to college. They should be given the opportunity. There are ways to work it out. My book fee was higher than the tuition. This is hard too, on me and on other people. We have to make the choice and sometimes it isn't in our favor.

Q: Would you favor eliminating tuition altogether?

R: No, I agree with Mr. Okeson, that if you want value education you have to pay for it. I don't think we are a California situation where we could do away with it altogether. I would have to do some investigating before I could say yes or no.

Q: Do you think your position on tuition is pretty much representative of the students at your college?

R: Yes.

Ray Nelson:

Q: Back to my first question. Are you familiar with the controversy between the university and the community colleges. Were you saying that you don't think the services will be better?

R: There should be more investigation in it, as far as I am concerned. The way I see it now, I would say stay with the present system.

A: You are one of the few students we have heard from, so we are particularly interested in your opinion. If you think of anything else, please feel free to write your testimony to us.

R: Thank you, I will do that.

MAT SU COMMUNITY COLLEGE TELECONFERENCE
December 11, 1980

Forrest Hays:

My name is Forrest Hays. I am the counsellor at Mat Su Community College. I would like to make some statements. In my opinion Mr. Okeson and the administrative staff at Mat Su Community College are doing a fine job of meeting the needs of the people in the community, but they are limited to some degree. As counselor I hear students ask about vocational study areas, degree programs, maintenance programs. We do offer some, but not enough to satisfy the people's interests. There is interest in the science programs but the difficulty is completing a degree at this college. Most of our students work and attend school in the evening. Many don't go home for dinner so they have a coke and a candy bar - used to be called the 25-cent lunch, now it's more like a buck. We only have a few chairs in the hallways for breaks. We need a student union building and an area where more than 35 people can meet at any one time. We need space to invite resource people to come in and talk. This would give the students an idea of what the outside world and other people feel. There could be room for student gatherings. We need so much, but we are doing well with what we have.

Q: You were talking about the need for more vocational courses. The Matanuska Valley is known for its agriculture. Have you any interest expressed about that type of courses, do you offer any?

R: We certainly have had interest expressed, and we do occasionally offer them. We don't have a program of that type, but we hope to get into a full-fledged program.

MAT SU COMMUNITY COLLEGE TELECONFERENCE
December 11, 1980

Al Okeson:

This is Al Okeson again. I should have included the mention of agriculture. We will be getting into agriculture. We do have a full-time position coming up that will be funded with money from the Department of Education. It will be our responsibility to develop a program, looking at some kind of ranch management; also horticulture, including a greenhouse. This fall we instituted a number of small seminars on agriculture ranging all the way from greenhouses to butchering your own beef. This spring we will be doing the same thing. There appears to be a growing interest in this thing. With the full-time person coming we will be able to offer more agriculture courses.

Q: What is the funding source, voc-ed money?

R: Yes, from the Department of Education.

Q: Is there some kind of program at the Agriculture Extension Center?

R: The experimental farm? There is no program there, per se. They are heavily into the research end. They have taken people on internships. We do work closely with them and utilize their people in our Ag courses. We consult with them regularly.

Q: Could you recap what you have in agriculture courses?

R: Just finishing a course in animal husbandry. Also, there are 12 - 15 seminars to be put on in January. Then the full-time person will develop the new courses. We hope this could lead to an associates degree. A lot of the enrollees in this are certificated people.

Q: The seminars, are they a couple of hours on a certain subject?

R: Yes, short term, one evening for about four hours. We evaluate these and from this ask, what would you like, more of this type of thing in more depth.

Q: Have you asked for a more extensive agriculture department? Through your budget procedure with the university, have you asked for more funds? If the full-time person is paid for by the feds, I am wondering what their response has been, or if you have requested any funding from them.

R: Yes, next year through the allocation process, the Ag person will be on 'hard' money. We have requested, in our capital projects, more money for agriculture and it has met with favorable response.

MAT SU COMMUNITY COLLEGE TELECONFERENCE
December 11, 1980

Mary Lou Marsh:

I am a member of the advisory committee and have been since 1967. I sometimes feel I have stayed on too long. We try to keep up on what people are needing and wanting, and act accordingly.

A: Do you have any thoughts on tuition?

R: I have always thought you value anything that you pay something for. It wouldn't hurt to reduce it as far as possible, but not wipe it out altogether. We have been discussing the idea that, as an incentive to complete classes, they might get some tuition back.

Q: One of the issues we are looking at is the role of the advisory council. Can you tell us how you feel about increasing the authority of the council?

R: Ours has worked together very well since the start. If there were important differences, then you might need to reorganize some way because I feel the citizens, one way or the other,should have the ultimate say.

A: So you feel that there is sufficient input from the community and that the college does respond to the needs of the community?

R: Yes, as far as we go, but we need more community participation in it. Attendance is only about six.

MAT SU COMMUNITY COLLEGE TELECONFERENCE
December 11, 1980

Charles Marsh:

My name is Charles Marsh, State Executive Director for the Agriculture Stabilization Conservation Service, with offices in Anchorage. I have been close to the community college all these years because my wife has been involved in it. I would like to add to what she said. I think the community college has played a very important part in meeting the needs of the community. Do you have any question, since I am involved in agriculture?

Q: There has been comment about the agriculture program being quite small at Mat Su Community College, but beginning to grow. I was surprised that agriculture has not played a more direct role in Mat Su. Can you tell us what the community opinion is about strengthening and possibly adding a degree or certificate program?

R: That would be a good beginning. There is the need for credits given for agriculture courses in this part of the state as well as at the university in Fairbanks. Certainly we need it here.

TELECONFERENCE

with

Mat-Su, Kodiak, Sitka,
Dillingham, Homer and Seward

December 12, 1980

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Charlotte Calhoun, Homer:

I am Charlotte Calhoun. I am representing the Homer area advisory committee for Kenai Peninsula Community College, as well as myself. We would like to voice our support for a strong Outreach program for communities such as Homer. We feel that the current structure of the Outreach sponsored through the regional community college is appropriate; however, we feel we have a successful program in Homer. It can and should be better. One critical problem is the lack of funds for additional course offerings. We feel that there is a need for more courses in the Homer area, as the 80 mile drive to Soldotna prohibits a daily commute. It is virtually impossible for a working person to take courses at the college in Soldotna; therefore, the only appropriate opportunities for such people is what we can do through our local Outreach program. Our advisory committee has become aware of the need for more courses in a variety of ways - through the enrollment in courses that have been offered, by the number of suggestions and requests made to us personally and through a mail-out survey we conducted last summer. Although not scientific, the survey represents a trend and confirms what we had been hearing in conversation. Interest in the community is divided into three broad categories, academic courses including core curriculum that can be applied to AA or BA degrees (this includes courses that can be transferred to other institutions), personal enrichment classes, such as crafts and physical fitness, vocational training, office or business skills and mechanical trades. We can generally offer about eight courses a semester. If we try to offer courses from each of these groups, it is difficult to offer an on-going program. An on-going program is essential if any kind of core curriculum is going to be offered. It is particularly important for someone working toward a degree to be guaranteed that they are going to be able to get their English or social science credits. They have to know when, if it is not offered every semester. I would like to stress that we feel there are many resources available in the community. We see no need for separate, expensive buildings and maintenance operations associated with such facilities. This spring we are going to offer a radio journalism class and it is going to be taught at the local radio station. We have an excellent relationship with the school district to use their facility. So far we have paid nothing for the equipment used, but the college needs to be aware that some contribution for replacement in the future may be necessary. We have a successful ceramics program with our fine arts class. However, we have never paid anything for replacement of any equipment or for the propane that is used to fire the kiln. We feel the local advisory council has provided a forum to identify the community needs and seeks local solutions to the problems. We found in our survey that knowledge of the community college was a problem. We are working with the community schools for shared advertising, but we have no money for advertising. We feel, to be successful in this community, the Outreach programs need a certain degree of independence, so that local solutions can be implemented and courses desired locally can be offered. We feel it is important that when Outreach is funded by the legislature, the admininstration at the regional college should not have the authority to transfer those funds to other programs. It is our understanding that they can do this at this time and

Charlotte Calhoun:

we do not feel that is appropriate. I would like to point out that two people have received their AA degrees by taking courses through the Homer Outreach program. One of them had to take courses for eight years to get enough credits, because we couldn't offer more than that at a time. We know that the Outreach program can achieve good results and we need to have the opportunity to see more of this. Speaking from my recent experience as a personnel director, I am very aware of the need for skilled job applicants. It is not unusual to take 40 applications for a semi-skilled or skilled position and have less than ten that are qualified. The more qualified applicants were relatively new-comers to our community and, frequently, new residents of Alaska. This was not universally true, but it was a trend. I find it disheartening that many of the young adults that grew up in this community were not as well qualified. The reason for this is that there is a lack of opportunity in the required educational background and of appropriate work experience. While work experience might be limited in Homer, we can certainly provide the educational background if we have a well-balanced Outreach program. To acquire that will require increased funding from the legislature because the physical facilities are available locally, that funding would go directly to more classes benefiting the local people quicker than through major administration.

Q: Are you familiar with the separation issue?

R: Yes, I am.

Q: Do you have a position on that issue?

R: Our committee has not addressed it. I am against duplication of administration. I think the problems can be worked out within the structure of the university.

Q: You said that your committee doesn't have an official position.

R: That's correct.

Q: Do you plan on having one?

R: I think the first chance we will have to discuss it will be January.

Q: Do you have any feeling about tuition costs? Do you think it should be lowered or raised, or eliminated altogether?

R: We had comments about that on our survey. I don't think they are terribly high. The community college is reasonable in comparison. The program where high school seniors can take community college credits tuition-free is very good. Maybe something along that line for kids just coming out of high school might be a good way to go.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Dave Knapp, Sitka:

I would like to make a few comments here. Some of my own and some that are reflecting the views of our Policy Advisory Council. First in terms of some of our needs here in Sitka. Probably one of our most pressing needs is for a new facility. It's a nice kind of a problem, we have outgrown the one we are presently using. To be able to offer full-time career education course work, we do need a building of our own. In my opinion we have an excellent working relationship with the local school district and can, and do, utilize their facilities on an after-hours basis. That limits our evening program. We do have some career-ed in office occupations in our present facilities, day and evening.

I would also like to make some comments on behalf of the advisory council. In our recent meeting we talked about tuition costs. The proposal we looked at, and the council unanimously endorsed, was that there should be a differential between community colleges and universities, insofar as tuition costs are concerned. We are aware that there is a rather high rate of difference in the number of students who start a course and those who finish. How about a tuition rebate? You pay the full fare at the beginning of the term and if you pass you get your tuition back. This would accomplish two things. One, it would be encouragement for individuals to complete the course work they have started. Secondly, it would in effect reduce the tuition cost to the student.

Q: I have a question about the rebate issue. Will you comment on two issues concerning that. One, how would you counteract what I call grade-grubbing? Since you may get money back, would there be a tendency for all kinds of scampering around for a grade of C or better? How about a D? Second point, would it encourage students to take courses that they already know just to get the money back? Plus, get credits. Would it warp the educational process at all?

R: In terms of the grade inflation, I would envision this as, if you pass with a D or better, you would get the tuition rebate. If we said C or better, it could encourage the grade inflation factor that you were alluding to. In terms of repeats, that could be handled by saying, if a person received a satisfactory grade, they could not repeat it to get a tuition refund. Let's say a student is attending under a consolidated fee. It would be a pro rata. If they passed all their courses, they would receive all their tuition back. I don't see the grade inflation as a great problem.

Q: I really didn't mean taking the course over again. Let's assume I had worked as an accountant in an accounting office for a year or so. Then I would take accounting because I already knew it, for three easy credits, essentially free. This is the concern I would like you to address.

R: If you had been functioning as an accountant for a period of time and you and a student advisor both feel you know the material but have never

Dave Knapp, Sitka:

received credit for it, then the logical route to take would be credit-by-exam, which already has a lower fee attached. Rather than $25.00, it is $5.00. A three-credit accounting class would cost you $15.00 instead of $75.00. You would not be using class time to cover something you already knew. If, in the advisement process, it turned out you did not know as much as you thought you did about accounting, maybe you should take the course.

Q: Will you give us your opinion of how well you think the present advisory policy set-up works and whether you think it should be strengthened?

R: A tough one and I think we should talk about it in phases. Various councils around the state have differing philosophies and varying relationships. On the local basis ours is functioning very well. I would support the concept of the advisory council in concert with the chancellor. It should have a mutual voice in the selection and retention of a campus president. Perhaps there are some areas that should be strengthened, such as the budgetary approval - one of the issues that I have in mind. I'm sure you recognize that this is not a unilateral opinion around the state. You put the campus president in a little bit of a box. The council is policy to the campus president, but advisory to the chancellor.

A: Comment, if you will, on the current structure of having the colleges unified under one system and under the university system, whether it is working out or whether it should be continued. If you think it would enhance community college ability to meet the needs of communities, or to have a separate system where community colleges are unified and have their own governing board? Or the third alternative that has been discussed is whether or not the community colleges should be more closely affiliated with the local school district to be a 13th - 14th arm of the local school district under the superintendent.

R: I am opposed to the grades 13 and 14. There are relative advantages and disadvantages to either separation or the current system. I feel that the community colleges in the last year or so have fared very well. The potential disadvantage to the current system is on how the community college fare is subject to the function of the philosophy and administrative style of whoever happens to be the chief executive officer for the system, call it the President's Council, and the Board of Regents. Right now we are doing well. If there were a change in personnel, a change in philosophy, with different philosophies, it would be tough to say where we would come out.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

John Coffee, Sitka:

I would like to comment on the issue of whether the school district should take over the administration and operation of the 13th - 14th years of study. My comment as school superintendent is I wouldn't want us to do that, partially because I feel we have a tough time doing what we are supposed to be doing without taking on a job as extensive as that would be. Sometimes we should be limiting more what we are attempting to do. A better idea could be typified by what is occurring in Sitka. I think we have a good cooperative set-up, whereby the community college uses our building. We talk of coordinating programs better. That's a better way to go than by putting the community colleges under the jurisdiction of the school district.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Janis Patlow, Mat Su:

I am a student at Mat Su Community College. I feel the college is providing excellent services and is presently meeting the needs within the scope of its resources. I would like the community college to offer a larger selection of upper division courses. This is important for those of us who live some distance from a university campus such as the University of Alaska. It means we would have to commute and it is costly both in time and in dollars. For example, for me to be able to take the upper division course at the University of Alaska and should this course be offered in an hour-and-a-half time block, I would commute twice weekly for three hours of class time. This means 200 miles of travel as compared to 20 miles to the local facility.

Q: We would like to get your opinion on tuition, whether it should be reduced or eliminated.

R: I think that the tuition is not exorbitant, although there may be cases, such as a single-parent home, where it could be a problem. I would like to see the area of financial aid expanded. Personally, I feel that paying tuition gives incentive to make good grades, but I see some people needing some kind of financial assistance.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Phyllis Kirkpatrick, Mat Su:

My name is Phyllis Kirkpatrick. I am a student at Mat Su Community College. I am also secretary of the newly-initiated student government. I am also a realtor in the valley. I was three years here before becoming aware of the facility, I think due to the lack of advertising. Something I would like to see is more money put into the budget for advertising. We on the student council have initiated getting more signs directing traffic to the college, but more advertising would be beneficial. I am a business administration major and I would like to see more upper division courses, not only in business administration, but in any of the fields we have at the college. We have about 800 students presently attending. I would think that, with the price of gasoline and to conserve energy, that they would go along with more upper division courses here. About tuition, I have received a loan to attend college. Without that loan I could not attend. Unemployment is high, but I think with financial help many of the unemployed would consider attending college.

Q: Exactly what is your position on tuition?

R: I would like to see more loans available, and lower tuition. Books cost as much as tuition.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Mark White, Kodiak

I am an instructor at the community college in Kodiak. For a number of years I have been involved with setting up the schedule. One of my major concerns is that we have a number of teachers, especially in the primary and secondary grades, who need additional credits. We have a tremendous problem with getting upper division people here. I am wondering what we can do to expedite that a little bit.

Q: I assume you would talk to the president of Kodiak. It is a problem we have heard other places.

R: I was hoping you might have some handle on something we could do. Another subject: I am involved with the building department here and we put together about two buildings a year. I would like to see a program set up in the future to do some type of experimental types of buildings, as earth centers and solar energy. I have thought of some kind of a pilot project.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Beverly Cronin, Homer:

My name is Beverly Cronin. I have been working as director of the community schools for the past 2-1/2 years. In this capacity I feel I understand the composition of the Homer community, that being one of a variety of people who have chosen to live here. A strong artisan contingent, a community very top-heavy intellectually, with high values on learning as a life-long process. I have received many requests for educational classes, some of which are met by the community schools program. Many cannot be. I categorize the unmet needs which I feel would be appropriate for a community college to sponsor. First, a two-year core-curriculum giving the local people the opportunity to get basic classes toward a degree program at home. Secondly, a need for credit classes. Third, a need for graduate level credit. Fourth, vocational improvement classes, training for available job markets in Homer. This relates to business office skills as well as fisheries management. Another area would be self-enrichment. This often dovetails with vocational enhancement, but particularly in the area where certification is desired or required; such as ground school, scuba diving, computers, energy or welding. Another area there has been interest in is adult basic education. I feel the community college can be of assistance here. It is three-fold, the opportunity to give credits, document certification of a class, and they are in a position to make payment for specialized instruction and/or equipment. I feel Homer is very fertile ground for the growth of the community college and I feel the college would benefit from expansion as well as the students and community of Homer.

Q: You listed unmet needs as a two-year core-curriculum and also a need for credit classes, could you tell me the difference between the two?

R: In Homer there are people working toward a core-curriculum, toward a regular degree program. Others are interested in taking some of the classes for credit, maybe people with degrees continuing educational pursuits applying toward another major.

Q: Are you speaking of upper division courses?

R: Not necessarily. A lot of those classes could be upper division, but there is interest in having lower division credit classes.

Q: Do you have a feeling about the current level of tuition?

R: Only on a personal level. Understanding the cost of education these days, I think that the $25.00 is reasonable.

A: Can you tell me what kind of relationship the community schools has with the extension center in Homer? Extension of the community college?

R: It has been a very good relationship. We see ourselves as mutually endeavoring to meet the educational needs of Homer. Also, we see ourselves in the role of being mutually supportive and helpful of one another to meet those needs.

Beverly Cronin, Homer:

Q: What, specifically, do you do? What do you mean when you say there is good coordination between the two?

R: I have been asked to be a representative on the Homer Recommendations Committee for the community college and I do attend those meetings. The coordinator the the community college and I work closely together on surveys that we have developed. If she has requests for classes that don't fit within her program, and I the same, then we let the other know and we try to formulate those classes into the best vehicle for presentation to the community.

Q: Can you give me examples of courses that the two institutions offer together?

R: In some cases we have offered courses until such time that they could be presented by the college. We are looking at certain classes where there is interest by some in credit, while others may not have an interest in credit. These include music and art, biology, marine technology and fisheries management, and office skills.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Glen Massey, Mat Su:

I would like to say a few words about the efforts to reorganize the university. I think, in general, the existing system works very well. There is no need to separate the community colleges to form another system, even though there appears to be ample money within the state. That would be a duplication of expenses. I would like to comment on the questionnaire that was circulated from the legislature. That is item number three where it says, "Do you feel that the current organization of the university is satisfactorily serving your needs?" I would like to point out that for the ones you received from Mat Su stamped with that 99645, you will get quite a number of 'no's' and I think that may be because of the manner in which that question is stated. Many of the students, particularly ones interested in upper division work, interpreted the organizational question to mean that if they said no, they would get more upper division work. They didn't really understand what you were asking.

Q: We will take your explanation of the questionnaire into consideration. I am interested in your idea about the tuition. Do you have any comments on that?

R: Before I answer that, I want to ask you a question. When you talk about eliminating the tuition for community colleges, would you also be eliminating it for the university students?

R: Only thinking of community college students at this time.

R: Then, I don't think it will work, is my first reaction, unless you are going to do it systemwide because of the students in Fairbanks who are cross-registered. The same problem would exist at Mat Su. We also have students registered in university classes as well as at the community college, under the consolidated fee. The idea is appealing, certainly. I think the idea of a rebate would be a good way to approach it. I do think the student should pay some money.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Ralph Hurlbut, Mat Su:

I wish to express my appreciation to the administration of Mat Su Community College. University research at grass roots level is well established. The same role is played by other colleges in the community economy. I find myself at the library researching energy-efficient systems for possible Alaskan application. Necessary data that comes from sources within Alaska . . . the library resource books coupled with computer-search and inter-library loan capabilities enable me to obtain this basic data. With these vast resources readily obtainable, research capabilities are greatly expanded. Specific trade programs offered at Mat Su have benefits beyond those received by the students. A project I am currently involved in deals in viable refrigeration systems for Alaska fishermen. The refrigeration program is the only one in the state. It is expected that this program will help Alaskan fishermen with their refrigeration needs.

Q: Do you have any feelings about the structure of community colleges with regard to the local Policy Advisory Committees, whether or not the college is responsive to the community, et.?

R: I think the community college is very responsive. I am not a student right now, although I have participated in many of the mini courses coming out from time to time on a wide variety of interests. I find those valuable. I think on a larger scale the courses, such as refrigeration, have value beyond that received by the students. Alaska, as I see it, is different, with unique problems, particularly on the research level. Not enough is known about Alaskan environment. As a unique business setting one could envision the college at the local level most responsive to this pioneering effort, whereas industry traditionally located outside of Alaska will not really know about the unique problems or applications. They have to be made aware of what is different for anything to get done. The local colleges have the potential of fulfilling this need. This was mentioned in the agriculture programs. Here the Agriculture Extension Service has done amazing things, and consequently, the valley is noted for unique agricultural potential. I think this can be extended to many other ranges.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Kate Cloud, Mat Su:

(Unintelligible)

I had a chance to see the computer network at the university and the potential there is fantastic. It could have enormous impact on the community college network, alleviating having humans there, to relieve some of the tedium. Another thing that would help the community colleges would be to include more student and community participation. Volunteers could provide a lot of useful services, if no pressure was on them at the times they could not be there. Another thing would be to encourage more projects directed toward personal development, such as computer projects and aids to instruction. Credit could be given for such things. There would be a tremendous learning potential that would enhance the educational system. Students could provide monitorial services for other students, thereby eliminating a demand on the educators. The community college could be a center for the community with some recreational facilities. Library facilities and reading areas need to be enhanced. There is such potential that it wouldn't take too much. Communication within and between institutions is necessary.

Q: Have you had any trouble with the transfer of credits from the community college to the four-year institution? Do you know of any?

R: Personally, I am just there for education for my own personal benefit, not for any degree program. If they had a degree program, I would not want to encounter any problem in transferring my credits. I don't know of any problems.

Q: Would you like to see tuition in the community colleges eliminated?

R: Yes, in terms of making the service available to more people, particularly young people just out of high school.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Phil Butler, Mat Su:

My name is Phil Butler and I am the principal of Palmer High School. I just want to mention that we have had a long, continuously positive relationship with the Mat Su Community College. The community college provides a good service to the community with a good cross-section of course offerings. In my fifteen years as principal, I have had a good working relationship with the college. We have been able to offer each organization, high school to college, with varying degrees of services for students through the facilities at the high school and also the course offerings that the college provides. We have been able to have some credibility on college course offerings taught on the high school campus, particularly our electronics program which started at the community college and eventually moved to the high school. Another area of concern to me is teacher preparation. This is a strong service that the community college provides by offering in-service programs updating their certifications, and offering courses in various levels of classwork. Of course, here our concern is to be able to continue upper division level where the on-going teachers can continue to expand their proficiency. I would like to see the college grow as it has been.

Q: How would you react to a 13-14 year approach?

R: I think what we see here is an option for students to stay in their own community and go on to something if, for some reason, they are not able to leave. I don't see a viable organization in the 13-14 year attached to the secondary program. I think it would have some facility competition, thinking we are trying to serve everybody all the time. By law we are mandated to do this but, practically, it is difficult to do so. You have to let the people define their own goals, so I am not in favor of that concept within the school district.

Q: With regard to the community service function of the community college, how does that interface in Palmer with the community schools function? Is the community school handled through your school or is it farmed out in some way to the community college?

R: Speaking of the community school program that I am acquainted with in my building, it offers many programs throughout the year. The interface that we have now is that the community college uses some of our facilities. It is scheduled through the community school so that there isn't a dual role being played in some areas of wanting to use the rooms whre the community college has traditionally offered courses.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER, and SEWARD
December 12, 1980

Gene Tweiter, Mat Su:

I want to make a comment about classes that are scheduled in outlying or rural areas by Mat Su Community College. I was a community college coordinator in the Willow area and I'm very pleased that the community college is scheduling courses such as ground school training, emergency/medical technician training and business courses in the rural areas. I did have some input on this; that there is still a greater population that could be tapped out there, with more funding resources put into that kind of effort. I am aware that the college has offered some short courses and seminars. They have been successful and the people in the community have enjoyed them. Examples of those are home construction, agriculture and gardening. The college is cooperating with other community agencies and they have provided use of their building for Saturday seminars and conferences. They have done that specifically for the Women's Resource Center. Finally, with the Women's Resource Center we do work with displaced homemakers. We are aware that the community college is offering refresher courses in clerical courses in bookkeeping and typing. Many of these women have been out of the work force for many years or have never worked before. They are finding themselves in a situation where they need to work. These courses are preparing them for their future in the work force.

Q: For women going back to college who have been homemakers, would free tuition be a good idea, or should they be charged tuition? Do you have any thoughts on that?

R: That is a pertinent question, especially with the persons I am dealing with in our program. Many of them don't have financial resources. Maybe some kind of a payment plan could be worked out where a person could make payments on a deferred rate. I don't want to see it offered absolutely free.

TELECONFERENCE WITH MAT SU, KODIAK, SITKA,
DILLINGHAM, HOMER and SEWARD
December 12, 1980

Rick Bordeau:

My name is Rick Bordeau, representing the Mat Su Borough school district. Here are some of my comments regarding my feelings about Mat Su Community College. We think our relationship with the college is an excellent one. We will work closely with them to establish a high school prerequisite for incorporation into the community college program. We are anxious to explore every avenue possible for high school students to avail themselves of the community college program and receive some kind of credit. We are working on that. We are not sure what avenues we will approach on that yet. We have a subcommittee researching it. They will find out what problems are involved in offering credits to high school students. We will work those things out with the administration of the community college. They have been extremely cooperative in providing service for us presently by having an electronics teacher come to the high school and teach electronics to high school kids. He is a fine teacher and it has been a real plus for us this year. We are very appreciative of this cooperation. We want to explore such areas as having students take community college courses and, perhaps, have some other agency pick up the tuition. We are not sure how that will work, perhaps as an incentive for high school students who are motivated in that direction.

Q: I have a question about the administrative structure of the college. Do you have any feeling about the current structure and whether or not there should be any changes made?

R: I don't think there should be any changes made, but I am new here. I don't think there should be any reduction in administration staff. I cannot address myself to the issue of separation.

ANCHORAGE COMMUNITY COLLEGE

Public Hearing

December 13, 1980

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

NOTE: The tape recorder malfunctioned at the beginning of the hearing. The following is a summary of commentary by Bob Arnold.

I. The importance of ACC in the Statewide System

A. Anchorage Community College is by all measures the most important single institution in the University of Alaska system. Based upon Spring, 1980 figures:
--ACC provides learning opportunities to more persons than any other postsecondary institution:
--ACC has a greater full-time equivalent enrollment than any other:
--ACC enrolls more persons in more credit hours and non-credit hours than any other.

B. Anchorage Community College is the only comprehensive community college in Alaska.

II. The place of the ACC Policy Advisory Council

A. With regard to ACC itself, members of the Council
--believe that we are reasonably effective in representing the community's concerns to the ACC President and that he is responsive to more concerns to the extent that he is free to be;
--acknowledge and appreciate the steps the ACC President takes to provide information to assist the Council in performing its functions.

B. With regard to the Statewide System, the Council
--appreciates the efforts of Chancellor O'Rourke to increase the powers and responsibilities of the Advisory Councils; but
--believes the President of the System and Regents, although occasionally responsive, are largely indifferent to the Policy Councils; and
--believes that we are, at most, of only marginal importance in influencing the kind and quality of institution that ACC will be.

III. The governance of the U of A Statewide System

A. The ACC Policy Advisory Council is not satisfied that the present system of governance for the University of Alaska serves ACC or the UAA well.
--We believe financial support of units within the System is not equitable. In 1979, ACC was responsible for providing more than 30% of the credit hours of the whole system but was allotted only 11% of the revenues available to the System. And, though ACC had twice the full-time equivalent enrollment of UAA, it received only half as much money.
--We are not informed of pending policy changes, such as the increase in tuition, until the Regents have adopted such an increase.
--We are not consulted by the System President before he recommends rejection of funding added by the Legislature.

Bob Arnold:

B. Despite our conclusion, this Council is not persuaded of the clear desirability of any one of the several alternative systems of governance being considered.
--We are altogether opposed to adding the two-year ACC program to the authority of the Anchorage School Board; and
--We have strong misgivings about the establishment of a separate governing board for the community colleges on a statewide basis or the establishment of UAA and ACC as a separately governed institution.
--We do not believe that this series of hearings, though useful, can be a substitute for the analytical effort required to produce a plan for a fairer and more responsive system of governance.

IV. Recommendations

A. We recommend that the Legislature fund the development of a plan for the reorganization of the system of governance of the U of A that would more nearly assure substantial local control over each institution and equitable funding for each.

B. We call attention with regard to funding that the Board of Regents has ignored capital improvements needs for ACC in its FY'82 proposal. ACC, already ten years behind in its building schedule, requested 6,000.0 for its Aviation Complex, Phase 11; 4,000.0 for its Applied Science Bldg. Phase 11; and 15,000.0 for its classroom/administration building--all badly needed. Not one of these requests was granted by the Board of Regents, with no reason given for the decision. Perhaps this should be called to the attention of the legislative finance committees.

C. The Policy Advisory Council urges the reduction or elimination of tuition through a variety of means to stimulate community college attendance (and urges a corresponding increase in legislative appropriations for community colleges).

D. The Policy Advisory Council urges the legislature to assure that skill centers, if established at locations served by community colleges, be administered by those community colleges.

E. The Policy Advisory Council believes that duplication of courses by two and four year institutions in the same community is undesirable from the standpoint of the learners as well as wasteful of public funds.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Transcript resumes:

Bob Arnold:

Q: I have questions about the budgetary process. To what extent does the policy advisory committee participating determine what the budget will be?

R: In the past the PAC has not had as substantial a role as the college president. We are increasingly being brought into it, but it is a combination of problems, one the necessity to move ahead two, the infrequency of our meetings. If there is a more important role to play, that is what O'Rourke is looking for. Then our meetings will have to become more frequent. So it is probably our problem and not the administration's.

Q: Your fifth recommendation was where you addressed duplication of courses. Will you be more specific. Where is the duplication?

R: In Anchorage we have course work that is being offered by the University of Alaska resembling courses offered by the Anchorage Community College. I think this makes no sense. This is one of the concerns, I do not want to see the community colleges become technical training institutes because philosophy, history and literature are important in the lives of all persons. The ones of us who have lived many years know that life is much more than the living you make. These liberal arts are crucial to our making our way through the world in a happy way.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

CHARLES ROUSSEAU:

I am a retired instructor in the electronics department at the community college. These are my opinions and what I have heard from other instructors in my twelve years that I taught with the community college. About the role of the community college, it is obvious that the community college should provide the education that a four-year college does not have the time or staff or faculty to do. Meet the needs of the community, provide the special interest courses, provide the opportunity for people to continue in education that they might have had to quit in an earlier time in their lives. You mentioned the governing structure. I question the mention of an umbrella, and as I understand it, an umbrella is supposed to protect people. The only thing this "umbrella' has done is deluge us. It has not protected us from anything. I served on the university assembly three times in my twelve years with the university. In those three times I have never once heard the university system look with favor on the community college, it was always a "stepchild". Dr. Woods made the comment that one day if he was lucky he would get the community colleges put under boards of education and get them out of higher education. When you talk about a government structure, the community college has always existed as a stepchild. Anchorage Community College, since I have been with it, starting in December 1968 has continued to turn out a large proportion of the student credit hours in the state! Has continually suffered the "short end of the stick" when it came to appropriations for equipment and buildings for faculty to meet the needs of the community. So I would suggest you take another look at the umbrella. There are some leaks in it.

As far as the advisory councils are concerned, I think that they are not only a good thing but ecessary to the operation of any school whether it be a community college or a senior college. The advisory council for the community collge major structure, from all I have heard is a very good one and a very active group. I wish I could say the same for all the advisory councils. Too often a position on an advisory council is a status thing. The members do not do their homework, they come to the meetings and give all sorts of advice about what they would like to see done, the improvements they would like to see and when a faculty member says, "Would you mind putting that in writing so we will have something concrete wo work with", they say, "I will get it to you." I personally pursued two of our advisory council members for three months trying to get it in writing before I finally gave up. I even offered to bribe them by taking them out to dinner if they would give it to me.

As far as the transfer of credits goes, I retired in June at the age of 52. I considered myself an adequate teacher; I have been told I am a damn good teacher. I got out with about 20 more years of teaching ability in me because I was sick and tired of fighting the system. I was upset by the fact that my community college electronics students would come back from registration and tell me they had been told that although they were majoring in electronics technology, they had to sign up at UAA if they wanted to get credit for courses or be able to transfer credits to UAA. Students have told me that the UAA instructors said that the community college instructors were not competent. This back biting between the "senior" college and the community college, not

Charles Rousseau:

only does not accomplish anything -- the students can see through it -- but it tears the hell out of the students. They suffer for it. They are told they cannot transfer credits to the four-year institution. Bologna! Who says so? Instructors teach both! I have taken courses in both and, with the exception of two instructors, in most of the courses I took at the senior college, I consider them a waste of my time, money and patience. I suggest the committee read a book called This Sure Beats Working for a Living. It was written by a tenured professor who is about to retire. We have a chance to see that education is upgraded and updated, that the degrees are not empty pieces of paper, that they mean something. We have a chance to promote research in dealing with problems that no other state in our union can. Cold weather problems, applications of living in this environment, techniques for energy conservation. I think the legislature should look toward funding such programs.

As far as budgeting is concerned, I think that the legislature should insist that when a budget application is made it should be line-itemed, that each item be explained. I came in here today with a "head of steam" ready to raise hell, and Mr. McCann informed me that I was in error. What I was going to complain about was that just before I retired there was a large chunk of money I had thought was allocated for voc/tech equipment to upgrade the programs. You cannot teach vocational technical courses without current equipment. If you do it with out-dated equipment the students go to the employer and the employer says, "You are seven years behind your time. I cannot afford to hire you. It would cost me too much to upgrade you." I found out that when that $700,000 item went to the legislature, the only explanation of it was that it was to establish a TV station and some other minor thing. Nothing said about upgrading equipment. The legislature insists that budgets be itemized. I am not against spending public money but the citizenry has a right to know where the money is going and what it is going for. The legislature, as the "watchdogs" for the citizens, has the obligation to demand that the money be accounted for. When a budget is submitted you should be able to see where every penny of it is going. If the organization that gets the money puts it to some other use "kill all the buggers and teach them a lesson". The university is in competition with the community college. When UAA went to a four-year college, the first two semesters they were a four-year college , they were teaching second year material that was already being covered by the community college and to do so they were shorting out third and fourth year courses that students needed. They did not have the faculty to do both. Instead of this "cat and dog" relationship I think something should be done about forcing. If they do not do it on the basis of common sense, or mutual interest, then something should be done about forcing an attitude of cooperation between the senior and community colleges. I don't care about title as educator or scholar, etc. We are all teachers and our job is to impart knowledge. We are supposed to teach students how to think, how to find the material they need and to use it once they have it. If we are not doing that then, damn it, we are not "worth our salt". I am sorry if I sound like I am "full of venom", but you have just heard twelve years of frustration. Thank you for your time.

Q: In the legislature two important arguments against line-item budgeting for the university system we have heard. One, the principle that you are interfering with academic freedom.

Charles Rousseau:

R: Automatic excuse that has been used to cover up a lot of nonsense.

Q: These are not necessarily my personal views. I was just wondering how you felt about these two things. The other is that if you line-item everything, if one particular legislator didn't like so-and-so who was in such-and-such a position or didn't like so-and-so who was teaching such-and-such a course or didn't get what he wanted in such-and-such an area for his college; therefore, if he was on a particular caucus meeting he would mark out something else in another area. Those are the principal arguments against it. Do you have any comments about that?

R: Any legislator that would resort to that sort of tactic should not be in the legislature. We are supposed to be adults, we are supposed to be doing a job. I worked most of my life as a technician. If I could not have done the job I would have been fired. When I say line-iteming I am not saying you have to put down $12 dollars for pencils and $10 for erasers, but this money goes to this department for its use in this area. On that basis there would be some definite purpose for the funds. A few years ago the legislature voted a large increase in funds. At that time faculty was laid off because of a shortage of funds and used that money to hire administrators. I am not saying that administrators are not necessary, but you can over-administrate a program to death. If the money had been line-itemed or designated for a specific purpose, then they could not have done that. The previous gentleman commented on the fact that the Board of Regents is often unresponsive. If I could do it, I would dismiss the entire board and start a new one. Their past record has proved that they are largely ineffective and unresponsive and do not take an interest in the interests of this school that they should. I know they do not do their homework as far as community colleges are concerned.

Q: How do you see the duplication of courses between Anchorage Community College and the senior college?

R: I do not think it is necessary for the four-year college to teach any of the courses that are covered by the community college. They could teach courses in addition, but not the ones covered by the community college. As far as not wanting to see the community college become a technical institution, hell no. The technician with only a technical background is not worth a hoot.

Q: Where would you put English 101?

R: In the community college. It is necessary to everyone, necessary for the person going onto the four-year education but the technician who cannot communicate is not worth a damn.

Q: Are you saying that the student who wants to graduate from UAA should take English 101 right here?

R: It would cut down on the duplication of courses. It would allow the four-year institution to put more of its time, effort, and its faculty into building the higher end of the program, and it would save the taxpayers money.

Charles Rousseau:

Q: Do you see the first two years having the absolute necessities plus the community type courses?

R: UAA could have additional courses in the basic levels.

Q: You made it clear that there is a poor relationship between Anchorage and the community colleges - ?

R: Excuse me, there is a poor relationship from the University of Alaska, Anchorage, towards the community college. I have never heard a community college instructor down-grade a senior college instructor.

Q: You alluded to starting over again as a solution, do you have specific ideas on what to do to change this entity? When you have changed the problem, have you altered the situation?

R: The first suggestion I would like to make on that score is that I would like to see a separate Board of Regents for the community colleges. That should have been done several years ago. It was suggested but nothing ever came of it. That would give us a body that would be mainly concerned with the community colleges; therefore, we would be more responsive to them. I think there is a trend in the United States for Boards of Regents appointments to be made on a political basis, instead of on the qualifications of the individual to do the job, or the interest of the individual in doing the job . . . what can you do with a board that pretends to listen to what you say then disagrees or ignores you and you have no recourse? I think if you took a survey of the students on their attitudes on an encounter between UAA and ACC you would be able to get a much better picture. I was told that the reason for students being told they had to register for UAA was that, that would build up the UAA registration. We are not in a battle for points. If we are in a battle, it is to educate students.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Tony Lucas:

I am an electronics instructor at ACC. I have been there ten years. I worked for Chuck. I am not quite as fiery on some things as he. Although I am not insensitive to some of it, I am a little embittered about some of the things that have gone on with the years. One thing I would like to talk about is our program and its credibility. We are in electronics. It is a very expensive program compared with some of the academic areas, with the material we need and the classroom technical instruments that are much more expensive than a piece of chalk and a blackboard, where you look at a community college and deal with credit hours in an academic setting where it is strictly lecture. In our case you need labs which can become prohibitively expensive. A student came into our office who had graduated two years ago and he was complaining that 'Uncle Sam', this year, was going to get $19,000 in income tax from him. When I hear something like that I wonder where does it get to be expensive then.

Sometimes I have difficulty with our administration, that they are penny-wise and pound-foolish because they want to take away money from here to develop some other areas. Should we charge more lab fees? Maybe tuition should be based on the desirability and productivity of a program, the more of each it has the higher the tuition should be in order to pay for the technical materials that class needs. Maybe that should be a consideration. I don't think it should be the highest in the 13 western states either. I was very fortunate to be able to go out on a professional development leave last year. I left last August to go to Colorado Vocational Technical Community College. Their present situation is a disaster. What they have done is take all the technical courses and make academic courses that apply to the technical courses. In English, well you know what an adverb is and a noun, it is not English 101. I am a firm believer that we must have college level academics; however, I would like to say that I am absolutely pro-autonomy for community colleges. I believe that the university and the community colleges philosophically are mutually exclusive. By that I mean the university, I believe and rightly so, should require a student when he goes into the first year of English 101, coming from a high school level, that you do have the ability to write at a senior high school level; whereas, the community college should have an open door policy and they should say, "If you have gone to the 8th grade, we have an English 69 and English 75 and we will teach you about adverbs, nouns, adjectives and we will teach you sentence structure. Then you will have that 12th grade level and be ready to take English 101. I believe the community colleges should be governed by boards. I would like to see that board comprised of local citizens who are on advisory boards today, programmed into the community colleges much the same as Oregon and Washington. I went to Oregon State on my leave and took education courses with Dr. Charles Ferguson and Dr. Hatcher, who are very knowledgeable of community colleges, and I might suggest you get these people as consultants. Or if you need people to reference to on community colleges, Dr. Charles Carpenter, I believe, is Director of Community College Education for Oregon State and he is in the Department of Education there. Dr. Hatcher is Policy Coordinator. Both are fine gentlemen and very knowledgeable about community colleges. I would like to see us develop an individual board for each community college in the state and then have a consolidated board. This board ought to consist of school board members, local

Tony Lucas:

citizenry and advisory board members from the community college. I think each community college should budget as an individual entity. The board would consolidate and present to the legislature the college system budget.

I would like to see the colleges broken down to different things. I do not think we should compete with other community colleges. We should establish our needs here and they, their own needs, separately. Hearings should be conducted in that manner. We should not have to compete for a bunch of money that comes down. I do not think it is right, not the correct way to do it. I would like to see tuition in community colleges based on, maybe, three criteria. First, in an academic sense, probably no tuition. For the technical, based on how desirable a course is, and how much it costs to run it. Community interest courses as baking might consist of paying for the ingredients used, but a course that teaches a person for a job as cook on a pipeline, for example; that course should cost the amount of materials used. Say, $15 to $25 a credit hour. One thing I would like to get away from is that over and above the charge for credits is the charge for lab fees. Some are prohibitive, $200 to $300 for a semester. That's getting a big high, but if you use a lot of material it could be split up some way so it is not so costly. It does cost you to go there.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Carl Frasure:

I am an historian at ACC. I think, first of all, what I would like to do is be candid with you and try to explain what I think has occurred, then try to deal with some of the solutions for it. If you look at the university system, what you will find in classic terms is a division of responsibility. Essentially the first two years the students are taught by assistant professors or teaching assistants. The second two years are taught by associate professors. Graduate schools are taught by professors. What happens in any system or any like this is that there is a hierarchy of values placed on education and at the lowest end of this university system are the first two years of education. Those divisions are being taught by teaching assistants. I believe what has happened in the last eight years of education in Alaska is that the traditional administrators of the university system have been hired at the decision-making level of this system and, in budgetary considerations of educational systems within the state of Alaska, have considered the community collge the first two years of an education. In that hierarchy of their judgment and their budgetary considerations in terms of educational decisions, we have been at the bottom of the list. This has caused in the faculty of the community college an inherent sense of frustration and despair. Despair is precisely the word I would like to use. If the people at the top do not respect what you are doing, and do not understand what you are doing, then you will feel a general hopelessness in the professionalism that you have tried to exhibit. It is the source of unionization of the community college system and, ultimately, the source of this committee meeting you are having today. Putting that into perspective I have recommendations. In conversations on this issue I was called, by a friend of mine who is an associate, a radical fence-sitter. That is a fair estimate of how I feel about this. I believe that community college autonomy is a necessary thing, but more necessary is college authority, authority to make their own system prosper, authority to bring the best possible delivery system of education to their students.

My principal aim in testifying today is to say, first, yes community college authority/autonomy is a good thing. Two, this is a perilous journey. What we are talking about is how to make this the best possible education for students. What we do not want to do is jump from a hazardous, hopeless situation into a worse one. Community colleges must not become political footballs. They must not become individualized or particularized. I strongly favor a community college system throughout the state rather than automomizing them. I strongly oppose, in any sense, bring them into the school board system. If I had only one thing for you, in terms of the faculty, the way I read the faculty on this issue is we want an opportunity to fully involve ourselves in education. One of the things that has happend to us in the last eight years is that an extraordinary amount of efforthas been used in fighting the university system. It causes a man like Chuck Russo, who would have given his life to the school, to leave it. It is a jolt in the Anchorage Community College faculty to look at the incidence of ulcers and intestinal problems caused by stress. In my division alone I know of at least a half-dozen instances in which people have been hospitalized from this stress situation.

Carl Frasure:

I spent the first year of my graduate school trying to figure out what I wanted to be and what I determined in that year was, a community college teacher. That was because it was a brand new revolutionary system of education. I came here because the community college systems articulate the value of their societies, so I share the values of Alaskan society. What I found in this particular system is that I have found myself back to 1948 in an educational system, a traditional university system that felt that community colleges were, in fact, just junior colleges. That they were the bottom end of the educational system and the people were just kind of high school teachers that had retired. I find that distressing and terribly perplexing. What they have done to us, both the high school teacher who is a professional and the college teacher who is a professional, is disregard how we prepare ourselves. Community college teachers are not simply university teachers. They are specialists, and they have a mission. They need to perform it.

Q: How do you perceive the community college being different from the first two years at the university, or how should it be different?

R: It has two primary missions. It sets out a whole series of community education programs, programs that search out the needs of the community. Out of that need it sets up skill building and information building concepts on these particular issues. The second thing that I am strongly in favor of is that a traditional community college is supposed to teach students how to be students. Many of our clientele come from backgrounds that are not traditional. One thing I often see in my classes, in the last three years, is the growing incidence of females above the age of thirty-five. Part of the community college mission with them is not simply to "boggle" the data on them. We teach them how to study, how to prepare reports, how to make reviews, how to search out monographs. That is not a traditional university mission. That is a community college mission. At the end of two years when you leave the community college to go into a university system, what you are supposed to be able to do is enter that university as a fully equal student. It is a game of catch-up. I feel good about doing that.

Q: You say that everyone here is opting for an ulcer. Is that because of status or money or what?

R: I am one of the victims. This is one of the strongest faculties I have seen. I have been at the University of Washington and at Berkeley as a student and I have seen very strong faculties. This is a truly professional faculty, but we find ourselves teaching in what looks like a prison. I was in the CIA and, in the central bowels of that, there never was a bleaker looking building than we have. The second thing, when I look at my colleagues, is the presentation of a new curriculum and what that ties to is budgetary expansion and what I consistently see on their part is searching out for that approval from the university, described by one of them as "throwing punches into a marshmellow". You could have the most dynamic, concise idea of how to create a new program, but by the time you push it through the decision processes of the University of Alaska, first you will be six years older and secondly, you will have an ulcer. It is not really explicable.

Carl Frasure:

The final one is a personal one for me. I think the administrators at Anchorage Community College are extradordinarily forceful men. They have intellect, drive, professionalism, but they do not have authority. These men are held responsible for the community college but they are not given the authority to administer it. They are not given enough authority to make the system prosper.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Pat Spartz:

I am a member of the sociology faculty at ACC. I am working on my first ulcer. I would like to bring to the attention of the committee the findings of two specific efforts which we conducted at ACC to determine some of the educational needs in the community of Anchorage. I think this information will have a significant bearing on the future direction of the community college in the community. I think it has some implications for statewide planning for community college programs. First of these efforts is a survey that was conducted in 1979 by the Committee of Faculty and Administration here at ACC in cooperation with the Federal Executive Association Training Subcommittee to determine the educational needs of federal employees in the Anchorage area and how ACC could address these needs. It was felt that a lot of money was being expended by federal agencies for in-service training and staff development. Many of the resources they were using were not local resources, they had to bring people from the 'lower 48' to conduct workshops and this kind of thing. It was felt that if these resources could be developed locally, it would save money for the federal agencies and the training the people received would be more relevant to the jobs they were performing. It was also an opportunity for the community college to take a look at other more personal educational needs of those people. We sent out 7950 survey questionnaires. The return was 2623 of these. This is about a 33 percent return, which we feel is excellent for this kind of survey. I think this represents a fairly good cross-section of our total community of 8,000 people in the work force in Anchorage and that we can make some reasonable inferences regarding the educational needs of the total community. Our findings made a number of things clear. First of all, interest is high among federal employees for higher educational opportunities, if made reasonably accessible to them. Secondly, and I think this is very significant, over 80 percent of the respondents were primarily interested in job-related educational opportunities, programs to upgrade their skills for future advancement in their present occupations, opportunities for training so they could move into higher level job categories or to earn required certification in their vocational fields. Third, relatively few of the respondents (about 27 percent) expressed a primary interest in a college degree. There was considerably more interest in the specific job-related skills rather than a degree per se. If they could get a degree along the way that's fine, but this was not their primary interest. Fourth, 24 percent expressed interest in personal enrichment opportunities not connected to a degree or their job. Fifth, there is an obvious need to extend our offerings into the community. We cannot meet all these needs with a strictly campus-bound program. We need to get out into the community and offer courses off-campus.

The second offering that I was involved in bears on community need. I have been working for the last six months on the development of a human services education program at Anchorage Community College. This encompasses training in a wide range of human service programs from mental health, substance abuse programs to child welfare correctional programs, aging services, etc. In this effort I have had contact with the local human services agencies. On November 22 we held a conference on campus which was very well attended by 70 people from the community, representing about 35 local agencies. We received

Pat Spartz:

very valuable input from those agencies about what kind of programs they would like to see developed. They are interested in people who have certain competencies in working with people. We have to go beyond our traditional programs to adequately train people at this two-year level to work in human service programs. Secondly, actual hands-on or 'experiencial' educational opportunities were essential, as well as liberal arts. Third, many human service workers have job-specific training needs. These are common in a variety of settings. People in alcohol and drugs will have needs and it could well be that the aging programs will have the same kinds of needs. These programs are not necessarily related to the earning of a degree or getting a credential. It is beginning to be clear to me that staff development and in-service training needs might occupy the majority of our time in this program. There is a need to develop a degree program and we are going to do this, but we will be serving the agencies helping them to meet some specific training needs. Many of these are being done without the community being aware. A workshop that one is doing may be of value to another. There is a very important role the community college can play in this area, a coordinating role, a kind of clearing house and the agencies are very enthusiastic about it. I see a very exciting role for the community college to play in this area. I am convinced that the community is uniquely suited to these kinds of needs. This is what community colleges are all about. We are going to have to think differently, develop inovative approaches in providing education. We have got to take our services where the people are and offer them in a variety of formats. I am hearing more and more that the typical semester is not appropriate because of the needs in the community. To be successful at this, two things are essential for us here at the local level. We have to be able to make our own decisions, major decisions regarding program development, how we are going to schedule our programs and all of these things. We have to be able to establish our own priorities and how we are going to use the available resources here at the local level. If we are going to be successful, we cannot depend on the decision-makers in the highest levels of the university. Experience has shown us that we cannot deliver these kinds of services with the present organizational structure. I have, for a long time, been an advocate of separation of the community college system from the university. It is so clear to me that, with the present arrangement, we are not being successful in addressing these kinds of educational needs. The present arrangement is more of a hindrance than a help. We are severely limited in our ability to make necessary decisions at the local level. We lack resources. I also feel that we must compete unfairly in the university system for available resources. While I think that a separate system is not a panacea, it would enable us to compete much more fairly. I am also aware of the political realities. I lobbied hard last spring for the bill for separation. I was in Juneau testifying before Mrs. Buchholt's committee. I believe that the prospects for separation of the community colleges are not too good, so I will confine my remarks to what is the next best thing. If we cannot have total separation, how can we have maximum local control and autonomy within the system.

At the very least, the community college system needs to have more decision-making clout at the higher levels of the university. The way we are set up now, Pat O'Rourke is our chancellor. He is the chancellor for all the community colleges and rural education programs, one chancellor for all the community colleges. UAA has its own chancellor, UAF and UAJ have their own. It is incomprehensible! I have never been able to understand why the largest unit of

Pat Spartz:

the university, ACC, must compete with all the other community colleges and the rural education program for its needs to be met while its sister institution, with its own chancellor, has direct access to the decision-making powers that be. I think we have to do something about that. It appears to me that the competition between the urban and the rural programs within the community college system is not a healthyone. It does not have to be there. There is no question that the developmental needs and the cost of delivering education in the rural areas are very great. They need a great deal of support. It does not make sense to provide that support at the expense of the urban programs. I hope this information will give you some idea of what our needs are too. Considering the financial resources of the state there is no need for that kind of competition. So, what I propose is that we have two chancellors within the community college system, one representing the urban and one the rural campuses. I think that ACC and some of the other urban colleges would get a fairer hearing when it comes to available resources. I propose this as a viable alternative to separation. This would help to resolve many of the problems here. I would like to address the question of tuition and the cost of education. In both of our efforts, the federal survey and human service work that I am doing, one of the deterrents to getting a community college education expressed by a large number of people is finances. I do not think anybody should be denied community college education for strictly financial reasons. The financial resources in this state are great enough that we could provide those opportunities to everyone who needs them, preferably at no cost or at a bare minimum. I am in favor of as low a tuition as is possible. In closing I would like to say that the possibilities for Anchorage Community College are very exciting. I would agree that we are depressed and discouraged much of the time, but that in the decade of the 80's we really have an opportunity to develop a community college system that is second-to-none in the country.

Q: When you speak of tuition, are you proposing some kind of grant or are you proposing elimination?

R: I am proposing elimination or very minimal tuition for everybody.

Q: Your comments about the traditional semester were intriguing to me. In all the bush areas that we visited it was unanimous on that point, that the traditional semester does not work. Are you saying that in Anchorage it could work?

R: I am not saying that we abandon the traditional semester.

Q: You mean for certain types of courses?

R: Yes, people working in social agencies cannot take the time to enroll in a whole semester class. With a little imagination on our part, I think we could package this thing in a way that they can take advantage of it. We need to be a lot more flexible in doing these things.

Q: Let's assume that the community colleges were totally split from the prevailing system, that they were autonomous. Let's go back to English 101. What

Pat Spartz:

do you suppose that a student going into a four-year 101 would take at Anchorage? Do you see a duplication?

R: Just because courses are offered at both institutions doesn't mean there is duplication. Much of the problem locally arose because each of them were planning without regard to what the other was doing. This was particularly true about four years ago when UAA made its first incursion into the lower division. They set up courses all over the place without regard to what we were doing at ACC. Understandably we were very upset about it. If we are offering six sections of Soc. 101 at ACC, I don't think we will be too concerned if they are going to offer four or five at UAA if there is a need for ten or eleven soc. sections in the community, and if it will facilitate things for students. I can see that it would be more convenient for four-year students to take it at UAA. I have no problem with that so long as it is not cutting into the needs at ACC.

Q: How would you see the transferring over of English 101 if the student came here?

R: There have been problems, but for the most part I think the basic introductory courses have been accepted, not that much of a problem.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Jim Donnally:

I am a mathematician and also a scientist at Anchorage Community College. I want to state my recommendations first. I think $400,000 in books should be allotted to the consortium library the next fiscal year; $200,000 every year after that for three years. I do not want total separation between the community college and the university system. I do recommend that the community colleges be given fair representation on the Board of Regents. I want to launch into the main part of what I have to say. How do you punish a person? The best I suppose is to take away the things he needs the most. If he is a nonproductive person, you take away his freedom, put him into a cell. If he is a productive person, a real professional, you can be extremely vicious to him. Take away his tools. If you want a painter to go crazy take away his painting tools. If you want a pianist to go crazy give him arthritis. If you want a professional to go crazy take away his books and heap on him the need for the books so he feels the pain. Make him a responsible viable person with a professional appetite, set him in a community where people are asking him questions about the cosmos, make sure he has no books there to talk about and you have a man with an ulcer. I have seen a lot of that around here. I see that the best physics books in the consortium library have Alaska Methodist University stamped on them. These books are at least ten years old. This cosmos business started in the last year or so, which means we are ten years behind in research and questions are being asked about what is happening now. I think that somebody in the higher echelons of authority does not understand what professionalism is. Takes one to know one. I suspect if they do not know what a professional is, they themselves are not professionals. They must not realize that professionals need books. I am insulting them now in a way that they have insulted us. This is a community college and as such, we work with the people of the community. This means that we need to have books available so the people can be referred to these books. I am working on a greenhouse project (community college teachers do research you know). It would do my heart good to have some good engineering hand books which I could refer to the people who are calling me up on this project to look into. It would do my heart good to walk into a forest of books rather than a desert of books. I need stimulation. Math and science books can be very dry, very difficult to read and I am not a leprechaun who can make things look interesting. I need food just like everybody else. There is a real hunger there. The community needs it, the faculty needs it.

Q: You have a proposed budget?

R: The $400,000 is what we need to catch up on what has been neglected. We need to re-subscribe to the professional journals, subscribe to solar materials. The usual way is for the library to pass around to the faculty, what books would you like to see and the faculty submits them. They have been so discouraged lately that they do not submit them. I heard there was $160,000 floating around somewhere, but it got snapped right up so, not only are we being insulted, we are being teased.

Q: Are you equating the lack of money to the lack of decision-making?

R: Lack of understanding, lack of money. Yes.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Lin Bauer:

I am currently a teacher in the Engineering Technology Department. I would like to make my comments very brief and specific in the area of facilities. Those are the things that some people perceive as being buildings and space. I am a committee member on the Campus Facilities Planning Committee. What I have to say is my own opinion and does not reflect the opinion of that committee. I think it is very important that admission statements between a university system and a community college system are different. If you were to read in the university's policy statement, they were very specific in addressing the point that community colleges should respond to their own particular service areas. I see this as a deficiency on the part of Anchorage Community College responding to what I see as our own service area. We are in a position at this point to inquire about community needs, to identify with community desires and I think everyone on this particular campus feels it is important to be honest with those responses. I think a problem that exists is the decision to be fair and honest with this response is not at this level, but at the Board of Regents' level. I feel that is quite a bit of responsibility to ask local individuals to make determinations on what may or may not be best. The educational needs are in the city of Anchorage and the borough area, specifically with facilities. We are a different type of campus, our student is a commuter type of student, he does not come here in the morning at eight o'clock, park a car and stay until ten. We have them coming at all times and periods during the day. That requires a response to, not necessarily an educational need but something indicative of the whole area, the automobile.

The university system perceives campuses as buildings. The community college may not necessarily be a building. We are offering services throughout the whole area. That is important to understand and also, through the allocation of resources that it does not only have to go here, but it goes to the community. I would like to talk about the current capital budget request procedure, funds available for buildings. It has been frustrating on the part of my colleagues to generate program requirements, based on response to community need, send that through the system and then have those particular needs lumped into a total statewide system request. I do not advocate separation at this time. I think, somehow within the system, there has to be a connection between what the community needs and how the university system responds to that need at the local level. Specifically in capital requests, a separation of statewide system capital request in the community college.

Q: Can you say a little more about your last point? How can that be achieved?

R: I do not have any specific recommendation. Operationally I can see two proposals on a voter ballot, one for community colleges and one for the statewide system. It would allow me as an individual to come in and respond to my own community college.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Mark Tyson:

I am a senator with the Anchorage Community College Student Association. I think we should have a complete split. We could have separation but still be in the same system. We feel a complete separation is necessary. A problem with not having a complete split is the joint use of facilities. Example is this sports arena; one side is administered by ACC, but the sports facility is run by UAA. The conflicts are unbelievable. Students need to feel that their opinions and committee recommendations are seriously considered.

We need more books for the library. I would like to make it clear that when you are talking about $400,000 worth of books you are talking about processing, so you need added staff which should be included in any allocation. I have worked for the library. We do not have the space even if we had the money for the books. The library has not been given a justifiable priority. Some of the rooms that are library space are being used for administrative offices of UAA. Another thing that was discussed was the books being available to the community. The problem with that is, with the people in the community coming in and using the books, they are not there for the students when they need them. The community college takes the brunt of the lack of funding in the municipality. We feel the community should be involved with the library, but since the college serves the students we should have first priority for accessibility to these books. We have talked about funding for the community college and I would like to take this time to discuss the funding for students. One misinterpretation I heard (when I first came here) about tuition was that most students have tuition waivers or grants. That is not the case at all. Financial aid is very stringent on how much money you make to qualify. It is not reasonable at all. I would like to stress the state's student loan program as it exists now. We feel that the money allocated per academic year needs to be increased. From $3,000 for undergraduates to at least $5,000 or $5,500, for graduate work $5,000 to $7,000. Another aspect of the student loan program, under certain criteria 40% is eliminated. We feel that this should be increased. We feel that perhaps 80% of it should be resolved, but the criteria is stringent. To assist Alaskans, if the amount was raised to 80% then the rule of timeworking here be raised to five to seven years. After that we would have fair knowledge of our state in that amount of time so the 80% would be justified. To qualify, the person should be at least a two-year resident, and maintain at least a C average. If they leave the state or do not graduate, then it should be mandatory that they pay their loan in full.

Comment from a member of the audience: There is going to be legislation filed addressing the increase in loans and some of the things you were talking about.

Q: Are you a student at ACC?

R: Yes, I am.

Q: Do you have an idea how much it costs you? Do you have a budget for a year?

Mark Tyson:

R: I have a budget that is very, very conservative. I am living in Eagle River and have some unique circumstances, but conservatively, I need at least $6,800 for nine months, and that is also subsidizing that with a twenty-hour week job. If you are a full-time student you need all that time to study. If you are subsidizing with a part-time job, you are jeopardizing the quality of your education. If you are constantly worrying about the amount the program does not provide, then you are losing the whole perspective of what you are here for.

Q: Another thing, when you started your testimony you were talking about the split and joint use of facilities. What did you mean by that?

R: One instance is media services. It is stationed on the ACC campus but for UAA faculty to use it they must call ACC. It must be brought over to UAA and placed in the library for the instructors to come over and get the equipment.

Q: Does it bother you that after four years at $5,000 you would owe the state $20,000?

R: Yes, but I can remain in my home and 40% will be forgiven.

Q: Would you be in favor of elimination of tuition?

R: Yes, mainly with the C average to obtain that. I think that is important.

Q: How would you perceive the rebate idea working, with a C average or forced to pay if failing the course or something?

R: It could work several ways. The first way could be that at the end of the first semester, the Financial Aid Office could review transcripts and if they did not maintain the C average then the following semester they would not be eligible.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Ron Reed:

I am a senator in the Anchorage Community College Student Association, representative of that recognized organization on the campus. I want to emphasize that the views I am about to outline are my own, but I have no doubts they are representative of a large number of students on this campus. I would like to speak to the role of several noncurricula matters involving the role of a well-rounded, dynamic community (ACC), about credit hours and course offerings, and in the number of students served, demonstrating its potential to become a really first class institution. However, I am concerned that, unlike many other community colleges in many other states, the sense of community college involvement in students lives is entirely absent. I think that is primarily due to two factors. The first factor is the lack of low-cost housing that would offer the student the choice of living on campus and becoming part of the campus community. Second factor is the wide range of the feeling of victimization of the student population. They are victimized from almost the moment they arrive on campus with the higher cost of tuition to uncertainty of course offerings, the endless problems of taking courses at both UAA andACC and transferring credits. I think that these problems cannot be solved by further infusion of money into the statewide system unless the Board of Regents has a change in attitude toward ACC and, by extension, to the community college in general. In the absence of such change, I think Mr. Russo's proposal for line-itemization in the budget is a step in the right direction. The regents should not have the freedom of action to designate money intended for programs in the community colleges for other purposes. Free transferability of courses is a must. Why should a student be unable to transfer credits across Providence Drive; the same credit that is assumed to be of sufficient quality to transfer anywhere else in the state and the lower 48 colleges. This problem is related to duplication of courses at UAA and ACC. ACC's offerings are at least of equal quality to those of UAA. That has been my personal experience. It is practically criminal that the energy and skill of both faculties should continue to be wasted in this manner. There have never been convincing arguments advanced for coordinating offerings of both schools for the maximum benefit of students at both. Students are, after all, the reason for existence of any educational institution. I would like to expand briefly on this theme. Students are not the only reason the University of Alaska system exists. It represents an investment on the state's part in the future. A society which considers higher education a low priority is a society that has abandoned the hope of meeting the challenge of the future. For that reason I find it distressing that in Alaska, a state with enormous resources, the legislature can abolish income taxes and pay its citizens to contribute to political candidates, but still charge higher tuition in its community college than most other states. The state can and should encourage enrollment in higher education by abolishing tuition. This action should be coupled with an incentive program to encourage the students to use their acquired skills and knowledge in the state and for the state.

Q: I have a question and a plug for my legislator. We have already pre-filed a bill that will articulate a document that lists what courses are transferable, where you, the student, can go to something that is concrete for transferring

Ron Reed:

credits. I was intrigued by your comment that you have problems taking courses at UAA and ACC. Will you elaborate somewhat, please.

R: Part of the problem is in the activity fields in those schools and registration at both. If you register at ACC, you go to UAA to take your course. Sometimes you can get in, but sometimes you have to register at both schools, paying the student activity fee twice. Then, when you try to transfer your credits back and forth the credits you took as an ACC student are not applicable. Sometimes courses are withdrawn and not offered.

Q: You still have the problem of dual registration? You cannot just register at one and take courses on both campuses?

R: That is right.

Q: What about the costs? If we abolish tuition, do you think there should be some type of grant to pay those fees?

R: Yes, I think there should be incentives for keeping students within the state and putting that resource to work for Alaska. Another thing I would like to see is the related costs picked up by loans that would be forgiven after an amount of time, if you spent that time working here rather than going out. Tuition is by no means the largest item of expense, especially considering the high cost of housing in Anchorage.

Q: You think it should be a loan, not a grant?

R: Loan or grant.

Comment from a member of the audience: This is not the first time we have heard about transferability of credits. I really think one thing the college system is going to hear loud and clear is the fact that there is a transferability problem between the community college and the senior college, and also between the Anchorage and Fairbanks senior colleges.

Q: Since there is a problem with registration, of which courses are available and logistics, why are you going here rather than another four-year college?

R: Personally, I am taking computer science and the offering here is superior.

Q: Can you give me an example of what course does not transfer to UAA?

R: Most recently, a friend of mine who worked on the ACC newspaper was unable to get transfer of a couple of courses in his major field of political science. They were taken at ACC because they were not offered at UAA, so he had to wait an extra year or so to graduate.

Q: Were you told they would not be accepted for your major?

R: It was my friend and I do not know.

Ron Reed:

Q: I am interested in how students feel about all these issues. You said your views are representative of the students at this school. Do you think that is true of the nonpolitical student, one who is not interested in student government?

R: I think that the idea of free tuition, expanded grants and loans, the idea of having dormitories on campus are definitely primary concerns of many students on this campus.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Sam Langbull:

I also sit on the student senate of ACC. I would like to back up what the other two senators have said about problems in transferring credits. One of the main things I see here on campus, critical for the native students from the bush and one of their reasons for dropping, is having to live off campus. I would also like to comment on the programs being offered here at ACC. Most native students are able to bring themselves up to a 12th grade level. Most of us are aware that some of them coming from the bush, even though they have a diploma, do not have the qualifications to go far in a higher educational system. I see ACC working in this direction to help these people. The native corporations make headlines every day about they're not doing as well as they should. I know some non-native corporations that go bankrupt but do not make front page news. One thing I think the people of Alaska fail to look at when they see corporations failing is that Alaska is failing also. If we had the educational system that could train our native people, more jobs would be filled here and these millions of dollars would stay in the state. We need a stronger native program on all campuses, but especially ACC. We have a large enrollment of natives. I would recommend that these programs be funded to help with self-determination, as the government calls it.

Q: If dorms are a problem, why are you and others going to ACC?

R: I am 32 years old and married. I am not an Alaskan native. I am an American Indian from the lower 48. I have been living here for the last seven years. ACC is the first institution that I have seen in this area that is trying to help develop programs for the native people.

Q: Since Fairbanks has dormitories, why would they not go there?

R: I would be willing to wager that if there were dorms, the enrollment would be higher here, because of the programs that are available. I am talking about the "zero" courses. ACC developed an SOS program (I am a counselor) where we help the native students find housing and try to help them make the transition from the bush to the urban setting. We held an orientation for two days last year for them. These are the kinds of things that are going to give the students the backbone to continue. It is mandated by the government for Indian self-determination, but as I walked into some of the offices I wondered why this is not being practiced. We do not have the professionals up here to staff positions. I will give an example. The hotels in Anchorage that are owned and maintained by some of the native corporations have hardly any natives employed because chances are, the natives themselves did not write the contracts. It would be simple to put a clause in there that a percentage of employment would be in a training development for getting the native people to run their own businesses. That is one of the main reasons that I am back in school. For years I thought, as a native, I did not need it. I awoke one day and found that I am not only a native, but a member of a society that requires this. That is basically why I am in school.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Craig Coray:

I am from the Anchorage Music Department. I sometime wonder if it is a department. It is made up almost entirely of part-time faculty. We have two full-time faculty and I cannot say how many part-time because I do not see them very often. I have been teaching here about six years. I have seen things go up and down. What I am specifically concerned about is priorities in funding and I would like to ask a question. How is the U of A able to run classes with three students in them, when we at ACC are threatened with course cancellations when we have as many as twelve taking the course? I was able to keep a class last fall but I had to fight for it, a required course for an Associate degree. I think there should be some investigating into this. On the problem of priority funding, we have had meetings, we have one every year, in the ACC Music Department, where we talk about building up our program. But sad to say, we had another cut in the program. I can verify that by pointing out that we just lost two half-time positions this year in this department. I believe that the community college should support the community. How can we do this with a department made up of part-time faculty, a situation where the instructor does not know from one semester to the next if a course will be going. I think that if UAA can guarantee degree courses to their students, then we should be able to do the same thing. Why can't we keep a full-time director of humanities at ACC? The one we had left three years ago. We were without one for a year. The one we got then moved into a higher office. It is difficult to find anyone I can talk to about these problems so that something might get done.

Q: How do you see the role of community colleges? Have you given thought to that?

R: Yes, I have. There was a questionaire that I saw and passed out to my students last fall. It was hard for me to decide, not having all the facts. I wondered if things here might not improve. The Music Department has been very much shut out.

Q: This is the Music Department within the community college?

R: Yes.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Edith Wells:

I am an instructor in the Office Occupations Department at Anchorage Community College. I have been a teacher for twenty years, fourteen of those in high schools. There are eight full-time instructors in our department, four to six part-time, and we have two full-time para-professionals. We have a number of program options available to the students. We have an office skill center, a degree program and on-site courses. Our primary concern at present involves the limitation of program expansion because of staffing limitations. Although we have one of the largest departments on the campus, we could utilize the services of several more faculty on a full-time basis. The clerical program we offer is currently funded only when we can qualify for a CETA grant. Although this a legitimate and needed service, there are many private students denied access to the program. The enrollment is limited to 25 students. We have in the past enrolled as many as 47 at a time, from both agency and private students. This was discontinued because the staffing demands could not be met. We are funding it now by paying salaries through the grant programs. In our on-site programs, we have one person on a three-credit release working with the business community to set up on-site courses. They are going to business and industry and offering on-site courses in English, business communication and office procedures. Although we are teaching 12 semester hours per quarter, in this way there is much more demand than we can fill. Every semester as we plan our schedules, we have to think about where we shall use our full-time people. Shall we use them on campus or off campus? We have had good to excellent support from administration in maintaining and upgrading our equipment. I am pleased about this; however, in our particular vocational area there is continual change in material and machines. There are instructional devices and systems that we cannot touch because of the cost and because of rapid changeover in this type of equipment. We could use some CRT's, some video tape equipment, some micro-computers. We try to remain current and work within whatever budget limitations we have. We would like to look ahead to the establishment of some kind of secretarial office within the department, where we could employ our own students on the job entry level so thay could get actual job experience on the campus. Sheltered work experience for those who are really not quite ready to move out into the community. This would cost the services of a full-time supervisor, plus the salaries, minimum though they might be, for the students who would work in that situation. I am an advocate of cooperative education. I have seen it work. I have worked as a co-op coordinator in the Anchorage district for six years. I served as the Anchorage district supervisor for work programs for two years. There is no program like it as a means of providing the real thing to a student. As an avid instructor, I covet that same type of experience. I have been in the classroom too long without benefit of work experience. I am teaching about office environments I have never seen. This is not good. I would like to see the legislature project the idea of cooperative education programs for vocational teachers on a rotating basis. Then the students would find infinitely better prepared teachers in the classroom. You cannot buy all this equipment for us and we cannot afford to leave our teaching position to go out and get the experience. However, if we could be released by the funding of substitute

Edith Wells:

teachers to replace us for short periods of time, anywhere from two weeks to eight weeks, that would allow us to become better prepared to teach. There are programs like this that exist in other states. I was concerned last year when there was so much consideration given to the construction of a skill center in Anchorage. This may not be needed. The types of programs that might be included in a skill center should not compete with the community college. We have facilities and space available but lack staff. We could serve a greater number of students if we could expand this program just a bit. In response to the question of the relationship of the community colleges to the university system, personally, I favor the creation of a state board for occupational education that would direct the activities of the community colleges and the skills centers rather than the 13th - 14 year concept. I do believe that for the good of the community colleges they must be separated from the university. We cannot serve the community without running into duplication of services. I think there must be some way to get us interrelating under one agency, one control, so this duplication is minimized. I am concerned that there are so many mandates against the state board of education that quite often the vocational education programs are lost. The adult education population is increasing everywhere. When I came here they said there was no grey hair in Alaska, but I have gathered some of my own since then. People come and stay now and we need to be able to serve the adult needs. We have not begun to touch it so far.

Q: You spoke of skill centers. There is one going in in Kotzebue. How does that type of situation fit in with community college structure or schools, or do you have any thoughts about that at all?

R: Yes, I have. In places where there are no community colleges to offer this kind of thing, I think the skill centers have done a marvelous job. The skill center in Seward has an excellent program. I served on the advisory committee for the office program for a year and I was very pleased with what they were doing at that time. It is not that I feel they cannot do a program. It is just that I hate to see duplication when it is not necessary.

Q: Speaking of duplication, do you see any between ACC and senior colleges at Fairbanks or Anchorage?

R: In office occupations, with which I am most familiar, there has been very little duplication, because most senior or four-year colleges have little interest in an occupational program as it relates to business education. We have some problems with degree recognition. Students who come into a three-year program, an associate program, should be able to move freely to business education or business administration if they wish to do so. At present I feel very uncomfortable trying to counsel a student in courses to take at the community college, because I am unsure what is going to be acceptable in a transfer program. I have tried to become familiar, but it is almost impossible.

Q: As an example, do you think both schools should be offering English 101?

R: If we had tremendous enrollment where both had to offer, then I could see it. I personally prefer the community college for those lower division

Edith Wells:

courses, because many people will not attend the university. They are afraid of it. Older people back away, but feel comfortable in a community college setting. I think we will miss a lot of people who would like to come back if we eliminate those programs in the community college.

Q: Do you have any feelings that tuition is a problem for the students you have in programs here?

R: We have had some reaction, but not a great deal. A student taking one course is more apt to think it is an overcharge than the student taking the full load. I don't really know.

✓

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Lois Lester:

I am a teacher of chemistry the last eight years here at the community college. I would like to speak to separating. I prefer separation provided it was not caught up in grades 13 and 14. My logic behind that is that many of my students transfer and there might be some hang-up there, as far as transfer outside the state. We have a number of students taking chemistry that are going for chiropractic. For some reason or another that seems to be the 'rage' now. I am concerned for that also, in that if there was separation then we would get better funding and could offer more classes. As it stands now, we only offer two evening classes because there are only two of us, plus a part-time. We do not offer 200 level courses in chemistry at ACC. We did, but once the senior college started up we no longer offered those courses. As far as getting an AA degree, unless they are a transfer it cannot be done. I think that if we had a board to handle policies we would get fairer treatment because this would be the only concerns they would have. Our students taking chemistry that are going to be dental assistants, technicians, medical technicians or nursing; we do get older people and we find as it stands now, some students must wait an entire year before they can fulfill their prerequisites, because we only teach certain courses that they need once a year. You have heard our complaints so I won't elaborate.

Q: Do you have any feeling about tuition as it is?

R: We have older people coming back to the work force, especially in nursing, who have financial problems. I think tuition should be reduced for the community colleges. If this were so, I hope they would not look on it as that our courses are not up to par with other institutions.

Q: Do you have a problem with that? Do you feel you have the stigma of courses not up to par?

R: No, I do not. We do get comments from students that enroll over there and, after two weeks, they come over to our side saying they can't take it over there because they have no empathy for the student.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Robert Douglas:

I teach English and humanities at Anchorage Community College. I have been teaching here for about nine years. I grew up in Fairbanks. I went three of my undergraduate years at the University of Alaska there, and I have my Master's degree from that institution. I would like to speak in favor of the separation of the community college in Alaska from the university system. My remarks will deal with an identity crisis we have had to deal with. I think we can sell ourselves as community colleges, on our own rights, to compete for state funds against the university. There is a place for the university and there is a place for the community colleges. I cannot think of any better way to use our oil revenues than to put them into education. There seems to be enough funds for both. I believe in the kind of comprehensive community college that not only offers the career development community education, but also programs with transfer function. For that reason I do not support the 13, 14-year proposal. I would rather see the community college separated with its own board of governors. I think we do suffer from a kind of identity by being in the university system. If we were apart from them that would be very clear to students when they made a choice between the community college or the university. That is not true now. It is not clear if they can take some courses here or there, or if they are the same courses. If the two institutions were completely different, then they could make their choices and I think that would be healthy.

Q: Do you agree with the people who say the university system gives the community college any status it has by being part of that system?

R: No, I don't. My education is a product of the university system. I never went to a community college, but since I have been teaching here I believe they have a mission that is different from that of the universities. Students are older and sometimes more committed. The community college is more people-oriented and more idea-oriented. That's all right. I don't see that type of prestige. It's a matter of a difference of interests, the difference in the kind of attention you get.

Q: Are you speaking about community colleges statewide or mainly from the ACC point?

R: Mainly from the kinds of problems we have had here in Anchorage. I am not aware of what the problems are statewide.

Q: Do you see the first two years here as a stepping stone? How do you see meshing that with the senior system?

R: I would like to see it operate here the way it does in a lot of communities in the states. Statistics show that students do as well transferring from community colleges as the ones who start from the beginning, so I see an important transfer function where we offer the courses for those people who chose to do so.

Robert Douglas:

Q: You see the community college as a first two years' function?

R: Absolutely. A problem I do see with transferability here in Anchorage is in the teaching of English 111, which I teach. I think the community college should be teaching the lower division classes so the faculty in the upper division could be released to teach the kinds of classes they should be.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Bob Kuhner:

I teach philosopy at Anchorage Community College. I spoke last spring on the question of autonomy. I spoke in favor of autonomy. Since then I had an opportunity to see a report on the kinds of things you have been hearing from various community colleges throughout the state and it has made me reconsider some of the thing that I originally concluded. I see the problems similiarly. I am not sure I see the answers. I had the tendency to see things from my point of view or as ACC's point of view. They are still the same problems, but I now realize that ACC's problems are not the same as in the rest of the state. It dawned on me that there is a danger in my thinking. Moving the colleges out from the university system may not solve all the problems, because all the problems do not simply exist because we are under the university. Some of them exist, I think, because of the way we are organized within the university. I can appreciate why, in a small community college there is a need for support which must come from outside the community, and perhaps that kind of on-going support is provided by the statewide system. Whether that is best provided by the university or a community college system is one question. Given those kinds of community colleges in our state, that they need the help only a wider system can provide does not, however, entail that all community colleges are in that position. Anchorage Community College, also within the university system now, is unique. It is unique in that it does not need that kind of support. It is a full-fledged, full-blown community college. It offers a multitude of services. It has within itself the capacity to deal with all its internal problems and needs. It has faculty on hand to deal with its needs. It has a vast community to draw part-time teachers from. ACC is larger than UAA in terms of student credit production, faculty and in just about every criteria used at the university. It is disproportionate that our president reports directly to the university president and must go through the chancellor for community colleges, who is responsible for all the community colleges. The structure within the university makes it seem that all community colleges are the same. It makes it sound as if there is a need for our president to go to the chancellor for community colleges for a kind of support that perhaps would be needed if you were in a smaller place. When there is a need for outside support there is a good reason to go to a central administration for that kind of support, but when you do not need it, to have to go through that kind of intermediate administrative level layer can cause problems rather than provide solutions. We are held to policies that are created by the community college level of administration to serve all community colleges. We are not like all the community colleges. It seems to me that is something to consider. Your recommendations might well be to acknowledge the differences in community colleges within the state. Create classes, Class 1 and Class 2, if you will. Some of them are in the process of becoming like Anchorage, and that is to be able to handle their own business, 'masters of their own destiny'. These colleges should have a unique place in the university structure if they remain within that. These presidents should be at the same administrative level as the chancellor. What I am asking is that within any kind of community college system statewide, whether within the university or not, there ought to be the possibility for a community college to grow up and to shape its own

Bob Kuhner:

policies. That, at the moment, is only allowed to universities the way the structure exists. To me that might recommend that the community college be allowed to petition within or outside of the system. Petition to change status from Class 2 to Class 1 by meeting some kind of criteria whether it be in terms of faculty, student production or credit hour production. However that is to be done, there ought to come the time when the college is termed as grown-up and ready to make certain decisions for itself. I am saying that a way should be found to make that distinction.

Q: The only distinction you can make between community colleges is production structure and that would be based on how much support service they need?

R. If you look at this campus, it has reached the size where it needs and supports a business office. It needs and supports library services, media services and a financial aid office. Things needed on a full-grown campus. Maybe in a small community there simply are not people available. Given the number of students you are serving, if you have 20 students, it makes no sense to hire a full-time business manager. Say, with 50 students you may not need so much outside support, but only a part-time business office. Small community colleges need to call on experts. ACC does not require that kind of service from outside. If it doesn't need the service, it does not need the control.

Q: You think ACC, since it is more comprehensive than the others, should be higher in the system than smaller community colleges?

R: Only because it is able to handle its own problems. Administrative structure makes sense when it is providing you with a service. When it ceases to provide the service it will block your capacity to act. The central community college administrative structure in this state, that now exists within the university, is in our way at ACC. When we look to the statewide office here in town, we are asking what did they do to us today; what kind of decisions have they made today that are going to mess up what we are doing. That is really a different situation.

Q: Are you suggesting that there be a second chancellor for the Anchorage Community College?

R: I guess if you want to talk in terms of titles, I would suggest that Anchorage Community College's president be a chancellor.

Q: Do you think that philosophical differences can be resolved so that each part of the system can meet its mission?

R: I think so. At the moment, the way the administrative structure exists you are reporting to the president, a chancellor for the University of Alaska. That is a real problem because the interests and needs of the community college statewide are not singular and if you have one man speaking for all of us, somebody is going to get shorted. As far as I can tell it is usually Anchorage. That is because he is responsible for all the community colleges. He has to average out the problems and they are not average. If he was just speaking for the rural community colleges, maybe he could speak with a voice that would make some sense. Let us have a chancellor and he can speak for us. We need to have someone speaking directly for us. If we had a chancellor that could address the president directly at the same level as the University of Alaska, Anchorage we could win our case. We have programs in terms of interest and function with anything that is being done at any other unit in the state. All I think we need is the opportunity to present our case. We cannot keep presenting our case at a lower level because, by the time it gets to the top, it has already been shot to pieces.

Q: How do you think that having your own chancellor can be more effective than having a separate system?

R: You respond to what you hear. If the Board of Regents is hearing from what tends to be university-dominated voices, policy will tend to be shaped in that direction and the community colleges will be adversely affected. The policy in the university is not going to always make sense for the community college unit. If the only voice from the community colleges is speaking for rural concerns then that makes the Anchorage Community College find itself shorted. If ACC can speak at the same level as the university, then when Kenai is ready to make that kind of move, Kenai can speak at the same level. Then decisions that are made will have to be made taking those voices into consideration. They will be heard. That does not mean that all problems will be solved. There will be fights and there will be losers.

Q: Do you think, under a separate system, that each community college would have a better chance to win the fight?

R: To the extent that community colleges have similar needs they ought to band together to make their voices heard loudly. However, if you got ten community colleges and two community colleges with quite different needs, it may well be the ten voices will drown out the two, even though the two represent a much larger constituency. The chancellor is trying to treat all of them equal and they are not the same. In that, ACC gets hurt. ACC needs a kind of autonomy. I don't care whether it is within the system or not.

Q: Since you are a member of the university assembly, I would like to ask you if you feel that under the assembly system the community colleges have an effective voice?

R: I would prefer not to answer that. I have not been a very active member of the assembly.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Bill Mackey:

I am a history teacher at ACC. I have been with the system about ten years. Since I just arrived, I hope I am not repeating what has already been said. I want to talk about some of the problems that ensue from the existing structure, in terms of receiving support services and other needs that, somehow, get left out. A problem that we have is that there is a complex structural layer that goes through between needs and appropriations at the departmental level, where needs are first worked out. Things then go up to the level of the administrators. Then they go to the chancellor's office where it is worked out and prioritized among the community colleges, and then go up another level with the four chancellors. Again, it is prioritized. I think it has already been said there is one voice there for the community colleges and three for the other schools. This tends to show you where the priorities get worked out. Then it goes up to the president's cabinet; again, one representative of community colleges. Then to the Board of Regents. So, by the time it gets to the legislature there is very little significant association between what the needs are at the lowest level, where the schools actually operate, and what actually gets through as a request to the legislature. It seems to me that some means has to be worked out to eliminate a great many of the steps, so that there is some relationship between their needs and what goes into the legislature, saying that this is what is needed at the teaching level where it is really needed. What sort of structure one uses for that, I don't know. It could be a separate structure within the university or a separate structure outside the university. I have tried to think of a number of ways it could be worked out, but I just really think the point is being made that in some way, by some means, there has to be a way that the reality (which is at the teaching level) gets to the legislature and doesn't go this complex prioritization process through so many different levels. By the time it reaches the top, the relationship between the needs and the request is purely coincidental.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

John Kerr:

Form ly, I was a rural school administrator and am now with the community college both in Anchorage and Bethel, the University of Anchorage and Fairbanks. I am also a former ACC faculty member. I am presently a part-time student at ACC. At this time I work for Technical Services Contractors. I wanted to come in today and express some of my frustrations as the receiver and person who has dealt with the community college and university system and specifically the ACC. I'll tell you, there are times when it is bloody frustrating. First off, I see the community college program (and I'm thinking now in terms of technical programs) as being pointed toward an open entry/open exit type of situation. A situation where the community college is oriented toward career development at an applied level rather than a theoretical level as we might find in a university program. A program in which we are trying to promote local hire of people, where we are putting on programs to help people of local hire appraise themselves and a situation where we can provide people with courses where they are. In terms of the rural situation, the college in Bethel puts on courses in villages around the area. In Anchorage, we put on courses in different business firms around town, etc. These are not necessarily locked to a campus. I think that these kinds of goals require that money needs to be put where it is going to deal with people and jobs, and affect their ability to function on a job, the ability of an employer to find people to fill jobs. We find that in the case of the community college here, there are some areas of technology for which people in Anchorage and Alaska simply do not exist. We're not training people in some areas and, to me, it's a crying shame. For example, we have in Anchorage Community College the Architectural Engineering Technology program, which I have taught and have been a student, and we find that program itself has developed from scratch ten years ago to a point where it is at a tolerable level; however, the curriculum is oriented towards building construction technology, constructural systems, electrical systems, the mechanical and heating ventilating systems, etc. We have another aspect of it which deals with the land; how land is sub-divided, surveys, etc. We have a survey text program, but we've all been concerned about energy and we find that we are teaching energy technology. This last fall semester we had one three-hour course dealing with energy technology in buildings. In the spring semester we have a one semester-hour course, and people are crying for information - employers are crying for people that know something. Are we doing anything about it? On the petroleum technology level - it happens that now I am looking for a person to come into my shop as an entry-level technician. Can I find somebody? Why? Because we are not teaching, and I think it points out that the community college has stated a mission, but somehow, between the levels of the regents and the legislature, and the classroom level, the bureaucratic maze is so involved that oftentimes a program happens in spite of it rather than because of it.

It seems to me that at times administrators feel like they exist, not for progress as students and teachers, but for their business. Now, when we have a problem and take it to an administrator, he gets bogged down, and do we hear from him again? Nothing happens. If we find a program that has a hole in it

John Kerr:

and we need to develop a new course, do we do it? Forget it! So, in the end, I think if we're going to deal with the philosophical and the administrative level, if there are changes made from the present structure, it needs to be done in a way that somehow, the people that are doing the administrating get the feel of a pulse at the classroom level, and what you're going to do, I haven't the foggiest notion. I would suggest that perhaps, one way would be an elected board locally elected, where that board is a friend and neighbor, or somebody that would have access to a board that meets periodically around town, in the area, that we have access to. All the counsellors in the world and all the administrators in the world are not going to solve these problems until somebody finally gets down to the classroom level and finds out what's happening and what's not happening and is able to deal with it to get some change. That concludes my testimony.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Bill Anton:

I am speaking as a private citizen. I have had the chance to travel extensively in the bush in western Alaska, and I have noticed a shortage of career development in the small engines technology area. As I travel through bush villages, I notice literally scores of broken snow machines, motorcycles, other engines and people in the village that can hardly repair any of them. As I've had a chance to actually experience life in rural Alaska, I see that people there are crying for mechanics in general. I've had a chance to stay on at places where I'm sure that I could live forever, in a number of areas, and be gainfully employed as a mechanic. It might not be a very lucrative business area for some, but on a local level I'm sure that a person or two could make a living at any village in Alaska. The local residents tend to depend on small engines. I noticed that here at the community college there are no extensive course offerings. I just want to make note of the inconsistency in view of the fact that people in Alaska depend on small engines for their very existence; fishing, hunting, snow-mobiling activities, just transportation. Of course where there are no roads there can be no cars, and snowmobiles have to be used. In village locations, motorcycles could be used. People along the river depend on their outboard motors for basic transportation and to feed their families. Driftnet fishing is of course, of major importance to feed your family in bush Alaska. So, having made note of those areas, that's all I wish to comment on at this time.

Q: I'd like to ask you a couple of questions. We have been having these hearings through all of Alaska, including the bush villages. Could you be a little bit more explicit about what villages? Be specific about villages and then tell me if, in any of these villages, you saw any kind of extension services out of the university or rural education? What kind of subjects were there, or were not there?

R: O.K. Let me start with Bethel as a base and work south and then up river. Those are the areas I'm most familiar with. Bethel, of course, is the home of KCC and there is, I suppose, I don't really know what is offered there. I do know that enrollment is low and that it's difficult to fill classes there. I can't be too specific about that school. I recognize that there are shop-type classes offered there. I know for a fact that there are some instructional car-type, motorcyle and small engine repair courses offered; however, I understand that enrollment is very low and that there is no concerned effort for career development in the small engine field. There may be current courses offered in that area, but as far as training independent mechanics, independently-owned businesses, I'm talking about setting up small businesses. These people would have to be their own bosses. I don't know of anything being done at that level.

Q: In all of their villages are there not high schools and in them there is some kind of a vocational problem? Are you saying that these things are not offered or the problem is that folks are not interested?

Bill Anton:

R: It's twofold. First off, it's true that a lot of folks are not interested, for one reason or another. I don't know what their particular hang-ups are in that area. Whether they don't need the money or whether they aren't career oriented or motivated. I don't know what their particular problem is, but it's true that the majority of folks are not interested in being an independent businessman and working on small engines. It may be though, that since technology, as we know it, has been thrust on their culture within the last thirty years, it's not been ingrained in their life style and that part of their culture needs to be upliftedto the present standards, if you will. But it's true, there are some courses offered. I don't know what their extent is. I'm talking about sparking a demand.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Roberta Pond:

I am a faculty member at Anchorage Community College. I teach psychology and this is my twelfth year on the campus here at Anchorage. A couple of concerns which probably tie together and look at one concern. I know the separation issue is one thing that has come up all over the state and has probably come up here also. I guess I feel pretty strongly that separation is the only way that community colleges are going to be able to grow. Here at Anchorage we've been in a no-growth pattern for five years, to my knowledge. There are no new faculty members hired. In fact, we are steadily losing positions, although there are no positions taken away. When someone retires or is deceased, those positions simply are not filled again. I think we have accumulated about ten to twelve positions over the last few years. So the result is that we are losing faculty, there are no gains. I do think this is a community in which we could expand the community college. There are needs out there, we are trying to orient, to meet different kinds of needs, of course. I just think that, due to our enrollment records and the needs that we have found in the community, that there is a need for expansion here.

Another problem with being tied in with the university is that, of course, our basic approach to what we are trying to do is different. Philosophical differences, I guess they could be called. The university, of course , is interested in research and they have research centers, professors are soon to be doing research at a different type of orientation. Articles are more broadly debated, we have a lot of community needs that we have not been able to meet. I think I mentioned that I teach psychology, my particular area of interest, my expertise is in the area of development. Now, in this community there is really a crying need for all sorts of courses having to do with development. As you are probably aware and as the statistics show, we have more child abuse per population than anyplace in the United States. A parent said that she was greatly amazed that there were no parenting classes at the community colleges. The only one offered in the community is the one she had offered the last couple of years, and she was going to have to go back to the lower 48, because she was a VISTA worker and had come up here. It's a gap and I am just choosing that as one example. In many areas we hear the needs, but there is not the air of expansion here. And again, in my particular department, we haven't had any new equipment for about four or five years. It's becoming harder and harder to present fascinating lectures with just my personality. It's really nice to have some up-to-date films, media; we can't buy films, so what about making films? No, we can't afford to rent films. Well, what's the problem? There is a zero as far as equipment budgets. It's just been chopped off. I guess it's frustrating looking at the way the money pie is divided up. We see expansion going on, and on the four-year campuses I believe they had eight new positions this year.

The cuts have always come out of the community college, not out of the four-year, as to my perception. It's always the community colleges that have to pick up the 10% that is cut. We've seen a lot of expansion of building every place, but here we have just barely scraped to keep up. I also have worked on the Faculty Office Committee for quite a few years and know what's going on in that situation. We're just now at the point where all of our

Roberta Pond:

faculty members have an office and yet, we've been on this campus since 1970. It took us ten years to get enough offices for all of the faculty members. During the first couple of years, 1970-71 we had two groups of offices that came through the legislature. Since then we've had to go for separate bonding issues. Now, what about equipment? Well, again the same way. As far as office equipment is concerned, we had some about four years ago and, other than that, there is no equipment, such as for furniture for keeping the offices up. Like I say, I see it going downhill. I feel the need to go uphill again. In my perception, if we had some local control instead of having to go all the way up through the layers to Fairbanks, who I truly do not think begin to perceive the problems we are having, I think that would be helpful to us.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

John Rolston:

I teach philosphy for the community college. I've been teaching for seven years now at ACC. Taught at a four-year school before coming up here. I'm speaking to you as Chairman of The Anchorage Community College/University of Alaska, Anchorage Articulation Committee, which is equally composed of faculty and administration of the community college - faculty of the four-year school as well as the Dean of Academic Affairs, as an ex-officio member of the community. I have two things I want to put before you. One is simply a report on what our committee has found in regards to the relationship between the community college and the four-year school as a result of the separation and the creation of an independent four-year school here in the same city and veritably on the same campus. Then I want to make some personal remarks about my experiences with the faculty of the community college over a period of seven years and the way the current administrative structure appears to have affected the running of the community college.

First, as the chairman of the articulation committee, we were charged by the president and the chancellor of the community college of UAA, I believe acting under President Barton's instructions, to create a way of working out problems that existed primarily with students who were simultaneously attending both schools. Many students, some working for two-year degrees, but primarily those working for four-year degrees do attend both schools. They take courses at both schools because it's convenient, because the courses have equally high standards on both sides of the street and because it fits their time schedules. There is an additional problem and that is, many of the courses required for their degree programs are not offered frequently enough at the four-year school, so they need to come to the two-year school to take them. Chancellor Harrison would like to rectify that with additional faculty, but we serve students who are presently taking four-year schools and serve them adequately, we believe, and many of the students believe that. The committee exists to eliminate problems when they occur for students taking courses at both schools at the same time as a result of the separation of those schools administratively. The primary problems that we've found are three-fold. The first kind of problem we found are complaints that counsellors in the four-year school have told students the course work they took at the community college wouldn't satisfy their program requirements, where a comparable course taken at the four-year school would. The community college faculty thinks this is prejudicial and unjustified. The four-year school's official policy is that any course work taken at any community college is then immediately acceptable for credit for the four-year program, but whether that course would satisfy some particular degree or program requirement is at the disposal of the four-year faculty in that program towards that degree. The problem is that, where the same course is offered in both catalogues at the same schools, the community faculty feels that the students are being advised away from taking courses in the community college on the grounds that, somehow, the same course work is of inferior quality and we've been having to fight that particular fight wherever it occurs. Part of the difficulty is undoubtedly that many of the students who are working for a four-year degree do not want to create a difficult situation for themselves with the faculty who are going

6

John Rolston:

to be their advisors and who are going to award their degree. This has not occurred in very many cases, but it has occurred.

Sometimes the difficulty is one of sharing a communication and we've found that this is a problem, not only between the four-year school and two-year school, but between the various divisions within the four-year school. We had Ms. Kay Wilson, the registrar from UAA come and address us, as well as the registrar from the community college. The primary problem she has had is that sometimes programs within the four-year school make decisions and don't let the rest of the school know, and this creates difficulties for students. We have found that the most explicit problem created for students by the separation itself is a strictly technical problem, and that is simply that the administration offices are run independently. The student who is taking course work at the community college is not having the course work automatically registered from their transcript at the four-year school. So they have to get a separate transcript and carry it over every semester from one registration office to the other registration office which creates some hardship, and certainly a waste of time and bookkeeping, because there's no facility at the present moment for that course work being automatically registered at both institutions now that they're separated. This already exists. If the community college system was set up as an independent system, it wouldn't get any worse. The problem that exists now is the same problem that would exist if the community college system was an independent system. The other problem that has come before our attention is differences in scheduling, the appearance of time schedules, the differences of registration periods and the fact that our semesters don't always begin and end on the same date. These problems are, in some cases, serious because if there's a gap in the continuous taking of courses, students who are under scholarships or VA support are sometimes in jeopardy of losing their financial support.

These kinds of problems already exist. They certainly wouldn't be exacerbated by the separation of the two institutions. The facilities that exist right now are trying to work out these problems because there is a will to make the students' experience as troublefree as possible due to their taking courses in both schools. I don't believe that administrative separation between the college systems could make it any better or worse. The facility exists right now to work with these problems. The problems exist right now within the university structure. There is good will on the part of most faculties on both sides of the school. There is some personal bitterness of very long standing between certain members of the faculties in certain departments. This would not be made any better or any worse by separating the two institutions administratively. In effect, they are already separated administratively and now that they are separated, as a matter of fact, the irritation has lessened markedly; the four-year school is identifying independently within its own faculty and in the student's mind. Separating the community college from the four-year school wouldn't do anything one way or the other with regard to resolving these lasting feelings of bitterness because they're personal, and they're going to be there as long as the faculty members of the two institutions are there. The only other problem that we're finding as

John Rolston:

an articulation committee is that information sharing is slow. The getting of information from one institution to the other institution is slow even when they're running across the street. It's knowing who to get it to, it's getting it out, but that exists already. I don't think putting the community college under an independent structure would make it any worse. It depends upon the will of the two institutions to communicate with each other, and whether they're under the same budgetary structure from Fairbanks or under two separate structures isn't going to affect that one way or the other. There is will on certain parts of the faculties of both schools to keep channels of communication open. The difficulty right now is keeping them open. It's establishing them. They don't right now exist. There are various attempts at trying to get that sharing of information open. The registration offices of the two schools cooperate fully and, as far as we know, they move independently yet cooperate fully with each other, because they're serving the same body of students to a very large extent. I don't think that would be affected negatively or positively in either way by the separation. The separation is only two years old and there is the will to try and ameliorate these problems. I don't think that process will be interrupted or accelerated by any decision or recommendation that you might make, or any that the legislature is going to make. So as a person who has been volunteered into a situation where I have become aware of what some of the problems are from the student's point of view, I don't see that an administrative change at this point, whether the community college remain within the university structure or it become part of the separate or independent structure will have an impact upon the students. One thing that is needed is the re-establishment of something that existed many years ago and that's a sort of statewide standardization policy.

When I first arrived here, there was a statewide instructional committee. That committee has evaporated I think, in part, because the four-year school felt it needed room to create its own program. I think right now the students would be well served if there was some sort of orderly standardization of programs in requirements and courses. This exists in other states, but it can exist whether the two units, the community colleges and the four-year schools, are working under the same administrative structure or working under independent administrative structures as they do in other states. It's just the will of the two institutions involved to create a standard format. Right now there's been good reason, with the growth of the four-year programs in this state (and with the growth of the two-year programs too, in some extent, in the outlying areas) to keep that situation open and fluid. It has worked some difficulties for students who don't know what they're going to need to take when they begin. For example, if they're going to a community college which isn't directly approximate to a four-year school, what courses should they take if they're going to want to satisfy these four-year program requirements. There is no firm book that says that if you're going to major in this in a four-year institution, these are the courses you ought to take now. That doesn't exist, partly because Fairbanks and Anchorage as four-year programs don't have the same programs any more. That's a university problem. But it is a problem that impacts upon our students. That's all I have to tell you as chairman of the Articulation Committee, but I'd like to make a couple of remarks just as a person who has taught here, as a member of the faculty at

John Rolston:

the community college. The way I perceive the effect of the existing structure upon the community college has to do with the sensitivity of the Board of Regents. It seems to me that the Board of Regents is primarily oriented towards the prestige of the four-year programs, and this has worked to the detriment of the community colleges. It has seemed much more important to the Board of Regents that the four-year programs hold students in Alaska from going to schools in the lower 48. It's beginning to be cheap, but it's been sometimes at the expense of allowing for growth in the community college and sometimes it has worked to the detriment of the community college. In order to make the four-year school here in Anchorage look successful, it has been mandatory that they attract large numbers of students, that they keep students in the state. In the last two years, if you looked at the time schedules of the offerings in the four-year schools, you would see that a vast majority of the course work that's being offered is offered in the freshman and sophmore years. Last year in the speech department they offered, in the four-year progam, nothing but lower division courses. They offered no upper division courses. In philosophy this semester, they just hired their first full time philosopher, and he's offering nothing but freshman level courses. This is an obvious attempt to attract students to make the four-year program look substantial, but it is not serving the needs of the four-year student. It is serving the needs of the institution, but it's not serving the needs of the students who need upper division work. If you only have two faculty members, or three or four faculty members, in a program and they offer 35%, or more than 50% - 70% of their time teaching lower division courses with large enrollments, then those students who are trying to get a four-year degree in a reasonable length of time are suffering, because the institution is having to offer all those courses to make itself look good and is duplicating course work at the community college. There has been the very definite feeling, I think, that the four-year program is trying to keep their students from taking any courses at the community college. We've heard from students that their counsellors are telling them, "Don't take anything from across the street, if you can help it. We'll offer everything you need here". But the cost of that trying to keep students from crossing the street to the community college has meant that upper division course work hasn't been offered in very many fields, and so the students who are trying to complete four-year degrees have to wait five and six years in order to get the courses they have to have in order to fill their degrees, because so many sections at the freshman and sophmore level are being offered. Now, I don't know whether separation is going to have any effect upon that. It sounds just like sour grapes, in any case, from a person in a two-year program. But I think the fact that this has happened, and the way the funds have been directed, does reflect a priority within the Board of Regents in favor of the expansion of the four-year program without the consideration of, well, there's always been the assumption - we've heard it from Dr. Lindauer, and I'm sure, in his own way, Dr. Harrison, that the community college is there, and it has its students, but we don't have to worry about that. What we have to worry about is building up our four-year program. And there's just been, as Ms. Pond said, putting the community college programs on a back burner, so that the four-year programs could grow.

What's happed is that the community college hasn't been able to expand where there has been an obvious desire for it to expand, because there have not been funds to expand outward into the community. There were problems getting the

John Rolston:

funds to put the community college funds in the detention facility here in Anchorage because there just wasn't the money to do it, but there was an obvious request for it. There are various places expanding into the community to provide services in the Federal Building, to go out into the high schools, where part of the problem is that the faculty members who go off to teach away from this campus, in the community, at the convenience of the citizenry of this community, haven't been able to do it because there's no facilities for having equipment there, because there's been no money to support it. So we've had to go to John Pepper and ask if he'll share his facilities with us so that we can do it, because we haven't had the funds to do it, because there's been no sense that there's a justification for growth in the two-year program here in Anchorage. That's some of my thoughts.

Q: We'll go way back to the very first thing you said, about - did you say that any course will be transferred from the community college to the four-year institution?

R: Let me explain. Because the community colleges are recognized and have been certificated by the higher education, the northwest higher education, and because they're part of the university system, the university has a principle that any course taken in the two-year school will be accepted for credit in the four-year school. The question is, what will it be allowed to count for? Whether there's a certain amount of credits towards satisfying some large graduation total, or whether it will satisfy, say a requirement that you have so many courses in the area of social sciences or so many courses in the area of mathematics, or in the humanities. Whereas, a particular four-year program requires so many electives taken in that particular field to graduate with a degree in that program; a certain percent of them have to be upper division courses, but some of them can be lower division courses. The students said that they won't count any course work taken in that field at the community college towards satisfying that program requirement - that's the kind of thing. Well, you have to take it with us or we're not going to count it towards satisfying that degree. That's the kind of thing we're worrying about. The difficulty is documenting these things, because the students just don't want to jeopardize their program with the faculty that they're going to be taking that degree from.

Q: How about the vocational courses? Are those courses also accepted by the university?

R: I don't know. That hasn't come up. I would assume that they'll be accepted for credit. What that credit will be taken towards satisfying, I don't know. That hasn't come before the committee as a problem.

Q: You spoke of this articulation committee. How long has it been in existence?

R: We were given a charge last spring by, I think, Dr. Barton, some time in March or April, communicating a request from the regents in response to complaints from students.

Q: That's 1980, then.

R: Yes, spring, 1980. Dr. Barton charged the two institutions to create some facility to help ease problems that students were having because of the

John Rolston:

separation of the two institutions. The committee was brought into existence at the very end of the spring semester. We met once prior to the spring semester. We couldn't meet over the summer because of some personal difficulties on both sides of the street. We met four times this fall and we have meetings scheduled, one of which will be directly addressed to students, and open to students, in the spring.

Q: One of the problems I've heard today that I have very little patience with - this problem with registration. Perhaps the reason it frustrates me so is that I don't understand why it's a problem. Why can't the student at one campus register for courses on the other campus? It seems to me that it's all part of the university system. If there's a computer program that needs to be paid for - what's the problem? If I'm a student at ACC, why can't I register for a course at UAA?

R: Given that they are now, at the request of the Board of Regents, separate institutions, the state mandated that there should be a separate four-year institution in Anchorage. It has been found very convenient for both institutions to serve their students better that they have separate service facilities, including registrars, so they run an independent registration. The difficulties that have emerged are great because the four-year school is a four-year school. In order to take course work in it you have to satisfy certain entrance requirements. That is, you have to apply to the four-year program to take any course there. So, if you are an ACC student, the problem is having to pay the $10 and fill out the application to become an enrolled student (even for only one course) in the four-year school because that's the nature of the four-year program. They are an independent institution.

Q: Excuse me for interrupting. They're an independent institution within the statewide system?

R: That's certainly true.

Q: Isn't it waived for that kind of a situation? Isn't there some simple way of solving the problem, either the legislature could take care of it or the university could take care of it in-house, a cross-registration system, or something?

R: All it would take would be the will, for the university. Part of the difficulty is a result of the funding process. The institutions are funded in terms of the number of students they're serving and the number of credits that are being taken by students. The question is, who counts that student? hose student is it? nd there is, necessarily, a certain amount of competition for counting the students. The way of getting a grip on that is to require students taking courses in the four-year school to apply for acceptance as matriculated students in the four-year school. Part of the difficulties that have recurred is just the fact that the registrations are at different times, so that you register three weeks earlier than you register at the other place. This already exists. Separating the institutions independently wouldn't make it any worse. If you want to know how it could be made better, it would require

John Rolston:

great lead-in time for the planning for it and the will to work together between the two institutions. Although they do serve a body of students in common, they are also serving different purposes, and have different programs aimed in different directions. Many, many of the two-year programs do not begin at a fixed time or end at a fixed time in the same way that the four-year programs typically do. Many programs are open-entrance and open-exit in the community college for the convenience of our students. A very large number of our students are part-time students. The vocational programs do not always begin and end at the same time as the regular academic programs, so registration is run independently and sometimes this amounts to a certain amount of inconvenience for the students. The student taking the four-year program doesn't know whether to take a course or not to take a course, not knowing whether they're going to get into a section that they'd rather have because of the convenience of time, in the two-year school. Numbers of students have voiced this complaint. It would just require that the schools coordinate registration procedures. I suppose it could be done. It would be up to the registrations of the two institutions. I suppose it could be mandated by law. There would be a certain amount of griping by both the administrations.

Q: In short, what you're saying is, as far as in your perception, it is not the will on the part of the administration that both schools work out the problem? It can be done, but it would just have to be considered a high priority problem?

R: There is a desire to make the situation as easy as possible. It is burdensome for students taking courses at both institutions. I'm on the committee which exists to try and ease those problems. Some of those problems are simply problems with planning. Some of those problems are problems of sharing of information. Some of those problems are problems of attitude. I would say that the difficulty with regard to coordinating registration is not one of attitude. It's not one of ill-will. It's not of not caring. It's one of the difficulties of coordinating two quite independent programs. It would require additional efforts to try and do this. It would mean the time schedules would have to be fixed at approximately the same time at both schools. The commitment as to faculty and programs - what courses are going to be taught, when they're going to be taught, how many courses are going to be taught, how many new courses are going to be initiated, whether new positions are going to be hired or whether positions are going to be filled - that these decisions be made at roughly comparable times. Now, that's not easy to do. It could be done. I'm not saying the will isn't there to do it, but it would require additional effort.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Diana Conway:

I teach Spanish at Anchorage Community College. I have been here for eleven years. I just wanted to respond to the question Ms. Fitch asked Mr. I don't know if he got the answer, but as I understand it, only courses numbered 100 are transferable automatically to university credit. I'd like to follow up on some of the things that Brian said - the fact that, in essence, we are two separate systems and I'd like to tell about something from a teacher's point of view. For this spring schedule the University of Alaska offered a Spanish course and was unable to find a teacher to teach it, although I tried to help by contacting everybody I knew in the city who might possibly be interested. I'm probably the most qualified person in the state of Alaska to teach that course. As far as I know I'm the only person in Anchorage with a Ph. D. in Spanish, and I would like very much to teach the course as part of my regular teaching load. Several years ago it was possible for teachers to teach between the two institutions and we had a lot of trading of faculty back and forth. Usually, there was no money that changed hands. It was just that a teacher went up there and talked or a teacher came down here and talked. It was handled without any extra pay as part of your regular load. Because the community college teachers are unionized and the university teachers are not, this is no longer a problem. As I understand it, or as it was explained to me, it would create a precedent for having university teachers organized if they were to use union labor. I think my students have really been suffering, because I have been teaching for the last three or four years, a course called "Readings and Conversation" and it's kind of a catch-all course where I'll take students of any level beyond first year. I change the book each time I teach it, so that the students can repeat a class. I have students in there who are taking it for the fifth and sixth time just because it's the only Spanish they can get at the advanced level. I end up working the classes in three groups and sometimes using three different books, sometimes using one book and picking part of the readings for the more advanced group. These students really need to have upper division Spanish, but they have been unable to get it because I could not teach over there and they could not find a teacher at the university qualified to teach upper division. They will be hiring a full-time teacher in the fall at the university, so we will now have two Spanish teachers in the university area. It seems to me a wonderful opportunity for both schools to benefit with a variety of teachers as each teacher has their own strengths and weaknesses. At its best the students can be exposed to different teaching styles in the same field, but probably this will not happen, because probably we will be each locked into our own school and not be able to work across the board. In a way, this wouldn't happen if we were separate systems, because then I could go over there and teach an extra course as a job of my own without jeopardizing my standing in the present system.

The other issue I'd like to address today is the issue of tuition. About half of my students are part-time students; that is, they take one or two courses. They are very heavily tuitioned. The cost of tuition has just gone up to $25.00 a credit. For my four-credit courses, that means a student could spend $100

Diana Conway:

plus $7.00 for student activity fee and $9.00 for building-use fee, this facility we're in today. Many of the part-time students don't use student activity cards and don't use the building facility, but they must pay the fees. I am a strong believer in universal, inexpensive, higher education. I think it's one of the greatest things that America has offered to the world. I've had the opportunity to travel to a lot of different countries, because I am a language teacher and I can certainly see the difference between educational systems in other countries and here. I would hope that the community college would have a lower tuition than it has now and, especially, I think the consolidated fee is not good - it's $200, but at least you're getting a lot more for your money at $200 than you are for $100.

Q:

You said the tuition should be reduced. Would you favor a total elimination of tuition?

R: No, I don't think so. I was reading a summary of testimony that you had already had and I think students should pay something for their education. I think in our system, we tend to value things that we pay for, but we have to consider the fact that an awful lot of our students have families. They are not ordinary 18-year olds who are being supported by mother and father. They have children of their own to support, many of them are working at jobs and are coming here to try and upgrade their skills to get better jobs.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Bill McKahn:

I am director of the Media Services here at this community college. There are a lot of issues that have been presented here today that I think are becoming part of another system, if you will, that was instituted by the legislature this past session, and because I am involved in the media services I am directly involved in that particular system. That system came as a result of Senate Bill 165 which created, and is in the process of being put together now, an instructional telecommunication system for the state. This is a cooperative effort, as I think most of you know, between the Department of Education and the University of Alaska statewide system and that, in itself, I think is an historic event, just the idea that it's a cooperative effort between the two major educational institutions in the state. The thing that brought this about, I think, is the basis perhaps for some of the problems we've spoken to today. That is that this state, unlike its sister states throughout the union, has no basic transportation and we have no basic communication system, and because of our size and population and the way it's scattered around in the state except for a couple of instances, where we have large urban areas, the lack of being able to get together on a regular basis to discuss things or to communicate with each other on a regular basis on any kind of a convenient fashion, which is essentially the right of citizens of other states, has created some of the communication problems, and the breakdown of communications between units within the state which have brought about many of the issues which you have heard today. As this communication system becomes a reality over the next couple of years and its initial institution by the legislature this past year, to me and to many of the people who are involved and see some future for it, it is a major milestone. As Pat Spartz spoke earlier today, we have the opportunity to create university history. I think, in fact, with this system we do have that opportunity to create educational history, which brings about some new problems and it brings about some issues which have to be spoken to and are covered in the things you're looking at now, and I hope will be spoken to in your recommendations. Those are some of the things that were mentioned earlier today. Anchorage Community College is one of the community colleges in the number of community colleges in the university system. It is the major resource base for that division of community colleges. Most resources in the system, in the way of faculty and existing complete programs are housed here at Anchorage Community College. This telecommunication system is going to make possible an extension of those resources, not only in service areas here and Anchorage, and it will be quite usable in the Anchorage bowl within the service area here, but the extension of those same kinds of services to other units throughout the state. That brings about some problems. As we look at the development of this communication system, some of these problems that have been mentioned today, about transfer of credits and about credit hour production, about tuition-free education, are issues that are going to come to the forefront very rapidly when we start to apply this new technology. When we start to expand a class in Anchorage Community College to include students in 50 or 60 communities scattered all over the state of Alaska, indeed, whose credit is that going to be? Who is going to be responsible for signing those

Bill McKahn:

students up in that particular course? Those are issues which will be addressed, but I think they are issues that are part and parcel of what you are talking about here and I feel, in particular, an urgency about those things being addressed. As I looked at the material that you disseminated earlier, I noted that over the past ten years a number of studies have been made about the community colleges and a number of recommendations have been made. I would hope, as a result of things you do this year, that some of these things would be finalized and I hope that they will be finalized successfully and to the satisfaction of all, but a lot of the things cannot be allowed to continue much longer because, as you saw, as Carl talked about this morning, they're not only creating ulcers, they're going to create some problems of administration and some problems of articulation and cooperation between units within the system which are going to be almost insurmountable if we don't speak to them very quickly. In addition to wanting to just point out to you that this telecommunications system is coming about very rapidly, I also want to point out to you that in addition to the benefits it brings, it also heightens some of these problems of which we're speaking now, because when we have the ability to talk with one another over the states and to create classes which include students of almost any mix of communities of the state, to be able to communicate with their instructor in one location simultaneously and receive their instruction, then we do have some very real problems.

I would like to mention one thing that I think is important and I know it's a bias of mine, personally. Media services was mentioned in the context a couple of times in different contexts today. One of the things, and speaking only to program, and I recognize that this is very biased and very selfish on my part - one of the things we have faced over the past few years is that we in media services, along with almost every other program in Anchorage Community College, have done literally hundreds of hours in planning, reams and reams of setting down on paper timewise and program expansion, the justification for those program expansions, only to see those resources slip away from us and never materialize. Although the resources never materialized, the demands for the services continued to increase, and as the demands continued to increase, the use of the resources (which were slim at best) to meet those demands becomes more and more difficult. When we moved into the K Building complex, for instance, in order for us to occupy that area, we had to occupy classroom space, because there's no additional space on this campus. We're looking now at getting into this telecommunication system, which is an absolute necessity. We have no place to put it, but we're going to put it. That's a difficulty that we have to deal with and yet, as I said, in a time whenever people are talking about the challenge of plenty, we're still talking about problems that haven't been solved, that have been problems for a long, long time, and I am quite concerned that something very realistic and satisfactory, I hope, but final to some extent, comes out of your deliberations. I suppose wishing you luck is kind of trite, but I do wish you luck.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Joe Joyner:

I am a teacher of political science here at Anchorage Community College. I've been a resident for better than 15 years. I entered the system as a teacher in ACC in 1967, was a community resource part-time teacher for a year and a half and became a full member of the faculty in 1968. I say all of that because I want to give you some idea of where I'm coming from in terms of my own experience. That total experience has been the agonies and ecstasies of being a part of this university of Alaska, of serving this great state. I think when I came in here this morning I didn't have any intention of testifying. After listening to some of the testimony, somewhere during the day, I realized that some things were not being said that ought to be put on the record, at least from my own perception. The way I perceive things from a teacher's point of view, or a citizen's point of view, or from the point of view of an observer of the educational process and from the point of view of an observer of the Alaska political system - Alaska seems to be a place somewhat analagous to a caterpillar waiting to become a butterfly. We're not through that stage of metamorphosis where we have become a butterfly. Whether we perceive ourselves as one caterpillar, many caterpillars, the fact is that we are one caterpillar and undoubtedly, if it happens, we'll become one butterfly. What we're talking about is the process of metamorphosis. We're talking about that process of change and certainly education is an important agent of that change. I'd like to call your attention to two events that I was a party to within the last year and a half. One was a conference sponsored by the legislature last year called "Future Frontiers". The documentation in that conference, I think, would be very valuable to this committee's research. The second event was held last spring on the ACC campus as part of a program which we called the Denali Program. It was a series of forums addressing several policy issues in the state, one of them being education. We invited four panelists, one of them Dr. Romesburg, representing Postsecondary Education; Dr. Barton, representing the University of Alaska; Mr. Vince Casey, representing the Board of Education; and Mr. Robert Lang, representing the Alaskan Native Foundation. All of these gentlemen had their own perspectives on the educational process. Each of them spoke eloquently from their own point of view as to the future direction of education in Alaska, not necessarily with respect to the university, but in a more holistic fashion. There were many significant points brought out in that particular discussion. I have that on tape. If the committee wishes to avail itself of that particular forum, I would be very happy to furnish copies of that tape too. As far as the university is concerned, we're no different, I don't believe, as a university from any other part of this state or any other part of that metamorphosis that is going on. We're changing, we're growing; if you look at the history of Alaska in the last ten years, specifically with respect to the community college system, we've grown tremendously in terms of the expansion of the number of community colleges in this state, the number of diversification of programs and services and needs, the problem of the identification of those needs, the problem of sharing resources, the distribution of resources, not in days of plenty but in days of shortage. There have been a lot of problems, as we well know, in transforming the University of Alaska from what it was in the 60's to what it truly can become.

Joe Joyner:

As you well know, the university has three public responsibilities: teaching, public service and research. The community college's responsibilities are basically teaching and public service. We've never been able to really make a clearcut definition as to what the roles and the missions and the relationships ought to be between those two functional elements. We've striven through a number of agonizing administrative, structural arrangements, perhaps to accomplish that in a period of growth. None of them have seemed satisfactory to any element of the system. I guess what I'm advocating to you in terms of change, in terms of that metamorphosis within the university, is not necessarily a question of structure or economy or turf. It's a question of facing realities, using all of the resources of the state of Alaska and its 400,000 people, truly to make, in a procedural way and a process way, this university with its research responsibilities and community college units and university units - truly an instrument of change through education in this state. I've been through the agonies myself. I've been involved in the politics of separation and integration between ACC and U of A. I've got marks all over my back from some of those experiences, and yet we still try in some kind of a vague fashion to accommodate ourselves to this kind of thing. I would like to call your attention to one instance, one part of that agony, that occurred in 1975. The university was in the throes of some financial and managerial difficulties, and yet, the president of the university at that time, Dr. Robert Hiatt, who was under fire for a lot of other reasons, was desperately trying to find an accommodation between the University of Alaska, Anchorage and ACC. I personally worked with others long and hard on a process of accommodation where the faculties of both schools could work cooperatively together. We invented something at his request, called the Baccalaureate Track system which would use the resources of UAA and the resources of ACC to accommodatethose four-year bound students, independently perhaps, of those students who had more limited educational objectives. Turf proglems arose, people saw that as threatening to them on both sides of the creek. Nothing came of that, except perhaps, a harder attitude and a more distinct separation between those two units. In my view, that is not the way to go with respect to this creek out here or with respect to the whole state. If we are to become a butterfly and if education is to serve that process of change, we've got to develop a system within the university and even beyond the university; within the entire educational community of this state, to make this state what it truly can become.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Fran Rose:

I worked for the Anchorage Community College from 1968 to about a year and a half ago. I was the administrator of the adult education program. I am now working as a private consultant and as a vocational rehabilitation specialist with private students or private clients. I want to talk about the college growth as I saw it and as I looked at it in the years that I worked at ACC; also now, as a citizen who is sending students to the Anchorage Community College for educational retraining. First of all, in all of the years, the Anchorage Community College kind of stopped growing. When I was hired we used to use the facilities at West High School and then finally moved onto the campus and used the buildings that today are ACC. After that, the university began to grow and ACC stopped growing. The political and internal strife that existed continued to the point that many of us were at the point of giving up and saying "We're not getting anyplace". The students suffered and, I suspect, continue to suffer because of the conflict and the competition between the university and the angry community college. I think the time has come to separate the two institutions. The university does have a philosophy on one side. The Anchorage Community College has another philosophy. I think if you - without going into all the details of the philosophy - the fact is, the community college advertises its schedule to the general public and the university does not. In other words, the ACC is looking for students from the entire community, the non-traditional students, the traditional students, all kinds of people; whereas, the university is catering to those people who are working towards a degree. This is fine, but I don't think these two institutions can exist together and I think the community college always suffers when this kind of a tie exists. I would advocate that they be separated, that there be a board for community colleges, a statewide system for community colleges and that the Anchorage Community College and each one of the community colleges in the state have their own advisory council or an advisory council that has enough power to be able to, not dictate, but truly advise on the programs and the educational needs of that community. The community college in Anchorage cannot be the same as the community college in Sitka and certainly not the same as the community college in Nome. If it is a community college, it must serve the needs of the people in the community, the educational needs, and we know that all of these communities are separate. Once the structure has been established, and I sometimes think that maybe the community colleges in each area should possibly be under the school district and graded in the same way as the school districts in the community operate. I don't know. I want two things to happen: 1) that the community colleges have an identity of their own, that a community college in a particular area answers to the needs of that community and, 2) that the political and the internal strife kinds of things be kept away from the operation of the community college. My only fear with separation is that academic freedom will be jeopardized. In the local community, if you get into the kinds of hassles which some school districts have had, I don't want to see the community colleges in that. But I do want to see them locally oriented and being able to answer to the needs of the local community. The university can grow on its own and develop in the ways that it wishes to. O.K., what is a community college?

Fran Rose:

What do I see that the Anchorage Community College in particular needs to be doing? Well, the two areas of the community college that are so unique and so different from the university are the community service or the community education, and here is where you have the non-traditional student, you have the person who wants to take one course, they want to learn photography, dancing, what have you? These programs should be available at a lower cost than they are currently. I just heard that someone said the tuition will go up to $25 a credit. I didn't know that.It's outrageous, at a time when we have plenty, to charge more for tuition. I think we should be charging less rather than more. These courses should be available both on campus and all over the city. There is no reason why they should even have to be in other schools. They can be in office buildings, a variety of buildings here (in town shopping centers, for example). They offer courses to people who are interested in developing this particular skill. The other area which is so important to community colleges is the vocational area. The vocational programs have not changed that much during the years since we came on campus. Granted, the community college has not had money to change and the money that's needed for equipment to install a new vocational program usually is a lot more than the kinds of money that you need for an academic program, so because they were shortchanged and because our budgets were cut, and because there has not been the direct contact with the community that I think is important, we have not been able to develop the vocational program, that which meets the needs of Anchorage. For example, there are many people that need to be retrained and right now I'm meeting a lot of these people. An associate degree program does not fit their needs. They're scared by an associate degree program. They need short-term intensive kinds of vocational programs, both training and retraining, and upgrading skills for people who are currently employed, who need to know what the new mechanisms are in their field and what's happening in their field that's going to change in the next few years. The community college should be leading the way there. In the years that we didn't have money, we still had the neighbor down the street and that was the school district, and the building over just a little way from here (the career center) always has been under use. It's a finely-equipped building. The school district has not used it properly. There has been a need. Between the facilities of the community college and the facilities of the career center, an articulated program for a skill center with short-term vocational training, for job training, all of these kinds of things, should have been developed and should be developed. Now that we can get the money, if someone can come up with a plan, that's where we should be going, but the community college should be the leader. Community schools is another area the community college should be doing some leading in. The community schools program has developed in Anchorage and it has developed completely without or with very little input from the community college.

Another area that I think there is a need for, and I think there has been a continual need for, is the person who wants to go into a college program, an academic program or an educational program, but does not, at this point have the basic skills. Adult education, GED, but not only that, a support system, a developmental educational system, so that people can go into programs, be it vocational or academic, who need this kind of preparation. Language preparation for these people who do not speak English correctly, life-coping

Fran Rose:

kinds of skills; all of these kinds of things are the kinds of services that a community college needs to provide for its citizenry. The only way it can provide that and really know what the citizens want in a certain area is for some local control, so that there's local input into the college. This is not to say that ACC didn't do some of these things, but I think there's just a tremendous need for them to go on and to continue to improve. The college atmosphere should be one of a community college, where the student can come and pick and choose, and know that he doesn't have to take a full two-year program, that he can come in and not have to pay an enormous amount of money, and get the kinds of skills and kind of education training that he would want.

Q: Do you favor elimination of tuition for all types of courses or just the courses that you mentioned?

R: No, I don't favor elimination, just reduction and certainly not increasing it.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Ralph McGrath:

I am president of the Alaskan Community Colleges Federation of Teachers, which is the bargaining agent for the approximately 260 faculty of Alaskan community colleges and rural education centers, and I would like today to address some of my concerns.

I think that the studies we have done with our faculty, the polling we have done with our faculty in past years has always supported that 80% of those faculty support separation. That was in 1976, 1978 when the surveys were taken of the faculty relative to separation, how they stood on the issue and what were the results. I think the past record of the community colleges has been pretty clear on that issue. There were concerns at times to have support separation with a two-plus-two idea, which I think has a lot of attraction and I think you heard a number of faculty today address that as well. One of the major developments that I think has occurred (go back to 1972) can give you a little bit of historical perspective. But in 1972 the Anchorage Community College did do a self-study accreditation report for the Northwest Accreditation team and I think one of the things that occurred with that, I think it has to be borne in mind that that particular undertaking was done without any permission from the University of Alaska. We happened to then have rather a dynamic campus president. He didn't last very long. That's what happens when you buck the system the way he would. One of the consequences of that study was that the Northwest Accreditation team did support accreditation standing. Some of the developments that came out of that - one of them was the community college library and I don't know whether you know it or not, but it used to be the community college library. In fact, it was the only one in this area. The University of Alaska really did not come on the Anchorage campus until about 1975. Most of the important courses prior to that time were offered through the community college. The point I'm making is that the library disappeared shortly after accreditation. The library got moved off of the ACC campus to the present location. I note from attending the Board of Regents' meeting in Ketchikan day-before-yesterday, the next step is to expand that library and move some of the administrators out of the UAA building, and build new buildings. I'd like to just comment that in the 1972 accreditation study there's a kind of fascinating picture of what would then be the University of Alaska system in Anchorage, and what it represented was Buildings A through K which are on the ACC campus. There were no other buildings, and I would just ask that you view from that period of time - from 1972 forward. How much construction? How many facilities have been added to the ACC campus during that time? I think the growth that you will find Roberta Pond addressed earlier today, something like $750,000 for faculty offices and I want to assure you that that was resisted by the University of Alaska vehemently. The only way that it came into existence was by collectively bargaining. The faculty of the university had to negotiate to have faculty offices. But I think that's one way of viewing that the Board of Regents has not been sympathetic to the concerns of the community colleges. The second area where I think there has been some major shift is really in body count. I guess no deodorant can even cover the body odor that comes out of that. When one looks at the University of Alaska, Juneau, which was created

Ralph McGrath:

by the Board of Regents' Executive Session about a year ago, statistics on that clearly showed that the students were attending Juneau-Douglas Community College and there is a body count of around 1400 students attending Juneau-Douglas Community College while the University of Alaska, Juneau represented around 350 full-time equivalent students. The Governor's Efficiency Review Committee recommended that the senior division of the University of Alaska, Juneau be dissolved and those faculty transferred and become an intregal part of the community college. The Board of Regents, did they misunderstand that when they shut down the community college and transfered 25 full-time faculty from the community college to the University of Alaska, Juneau? What you hear today is the great growth of the University of Alaska, Juneau. You know the bodies are all over the University of Alaska, Juneau. Well, it's very clear that it's not an increase of enrollment. It's just a transplanting of human flesh from one area to another and rather than calling them community college bodies, they're now called University of Alaska, Juneau bodies, and so the next step, as the Board of Regents approved Thursday, let's spend $100,000 to build a ski athletic program for the University of Alaska, Juneau. What I am suggesting there is that I don't think the Board of Regents listens to the state, listens to the legislature, they don't listen to the Governor's Efficiency Review. In Anchorage I think you have the same trend development. Not too long ago, Frank Harrison, Chancellor of the University of Alaska, Anchorage went public to say that the body count of the University of Alaska, Anchorage is growing by leaps and bounds - 32% increase in enrollment over the previous semester, and of course the thrust is, when we grow to that size we need more buildings, more physical plants. I think any historical perspective on that would reveal that around 1975-76 there were something like 15 courses being offered at the University of Alaska, Anchorage that would duplicate courses offered at Anchorage Community College. Then in 1976-77 it jumped up to about 25, the next year it was up to 86, the next year it was up to 125 courses that were being offered with UAA duplicating courses at ACC. I believe in the fall semester it's close to 160 duplicated offerings that you can take on one side of the creek or the other, but we find that to be a tremendous waste of faculty talent for both institutions. I think, more importantly, it is an effort that we see to undermine the effectiveness of community colleges. I would also add that in the year that we saw that so called 125 courses being offered at UAA duplicating ACC was also the time that ACC was suffering "short-falls" while the rest of the system was running smoothly and the ACC administration threatened to cancel like 190 courses. I think the combination there pretty much tells us the direction and the commitment of the university to community colleges. Frankly I don't think we see that it's there. Thirdly, I would hope that your Commission is studying, I'm sure you've looked at the past ten years., I hope you have, of community colleges of Alaska. There have been all kinds of studies and I recall the first year when Senator Holman was involved in an interim legislative committee to study the future community colleges in Alaska. Decades passed and all of those reports have pretty much gone to naught. I would hope that we don't see another decade of similar action by the legislature. I think it's instructive that one of the issues raised earlier by the career education faculty that testified identifies the university's approach to career education. The faculty that were in the career education programs either were not eligible nor could they receive ranking in the University of Alaska system. That again came under the presidency of William Wood, but there was very strong

Ralph McGrath:

opposition of equality between the community college academic faculty and the career education faculty, but I think that's where there's just a lack of understanding - what we do as a faculty and try to do in our approach to education. Finally, I would hope that, as various administrators testified, and I'm sure you will hear more come today and subsequent presentations, the argument will be made to give us more time, we're working on it, things will get better, there's a new team, there's a new approach. I just don't see that any credence should be given to that argument. The university has had a good ten years to clean up its act and it has failed to do that.

Q: What is the union's official position on funding for a separate system?

R: 100% state funding.

Q: What kind of process? Just the same process that the university now uses?

R: No, I think what we're looking at, we've always viewed community colleges as created by the legislature, not by the university. Our position is that those should be regulated as any other state agency would be under the community college system. We don't want a blank check. I don't think that we take the approach as the university does - that they should get a blank check and they'll determine the priorities. I think what we look at and I do not mention it, but I know most of the commission knows that we have, since 1976, introduced bills to separate the community college from the university. It's somewhat spelled out there, but I guess the point I would make is that the policy boards and local boards should be active in the budget-making process. We feel that they should control hiring and firing, that the campus presidents should be under the control of that community, under the control of this system that stops in to see him once a year as the regents do - that the funding should be subject to legislative approval.

Q: Is there a position on federal funding at all?

R: I don't think we've gotten into the details of that. We've had some formula funding developed by the university central administration that we've had a lot of problems with, but I don't think in concept we've had any problems with it.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Jane Richardson:

In my schedule I have to take Business Law II. There are three classes - all of them at night. I think we should share the load a little bit, half of them during the day; at least split it up a bit. I've checked into the parking here on campus and they only offer 30 spaces available to students. I note here that we have an enrollment of about 8,000 students and I think 30 spots available for children. The system is spiting people who need to take care of our children. I am a full-time student and I am a single parent, and I'm not the only single parent going to college. I hope you can help us.

Q: I wasn't sure what you meant. Were you concerned that they weren't available at night or were you concerned that there just weren't enough slots?

R: There are none available at night and there are not enough slots available. I'm concerned about both problems.

Q: It's not open at night. Is that what you're saying?

R: No, it's not. It closes at 5:30. The age limit that they take is one year to six years. My daughter happens to be four. If they open it up at night, they'll have to change and get some older requirements. I've talked to them, I talked to Nancy Smith, I believe she's one of the directors. She was the lady I was directed to talk to when I went over to find out about it. "Well, we're not licensed for it." What's so involved about changing a license so that you can have it open for older children if you can get the hours open at night. I also note that their rates are a little bit higher than the other day-care centers here in town.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Ed Earnhart:

I am here to speak for myself. I am affiliated with several different organizations, so I suppose to establish my credibility and acquaintance with the community I might say I am the Vice-Chairman of the Federation Community Councils, Chairman of the Taku Campbell Community Council, I'm on Tugat Citizens Advisory Board and I am on the Anchorage Schools Science Committee. The other aspect of credibility - I have taught seventh grade through senior college at private and public institutions, including Anchorage Community College. My early education possibly is one of the things that interested me permanently in education, because it was so deficient. In a town in Indiana the people that were teaching me were so ill-educated that I felt like I was self-taught from about the seventh grade on, and when I went to an urban university I might have felt handicapped, but managed to get along all right and go on to get higher degrees at several top-notch institutions. So I say this to establish that I don't come to this with any particular ax to grind. I don't come to this with a narrow perspective. I might add I left education and am currently employed by one of the largest employers in Alaska and my wife is like-wise, with one of the second largest, which I suppose you might say is public employment with the two largest governments in Alaska. That provides security and gives the latitude - you know, we don't have to continually dig for bucks. Now, what I'm here for is in my involvement with community affairs, I am struck at the extent of confusion that exists as to who's doing what and who's doing it well and who's paying for it. Most citizens don't want to pay anything and some don't realize that they pay one way or another. So we have the community school movement which is confusing to a lot of people because they see the community school as a community school instead of an organization devoted to maintaining a staff under a municipality to provide avocational stuff in the evenings. That's not always the case, but that's usually the way it is with community schools and many people involved there feel they have a really good function, they should not involve themselves with education per se, such as giving supporting stuff, tutoring, etc., before the public schools. So, in checking over the courses - I forgot to mention I am Vice-Chairman of the Campbell Community School also this year, but have been involved for four years ever since it was established at the community college. We've had this proliferation all over the country. Confusion of credit and non-credit courses where whether you're going to belly dance or whatever you're going to do, you can pick up credits and these are academic. At this time I was at the community college and watched the process of downgrading the requirements for certain types of programs, such that Mr. Joyner here, for instance, found the area he was teaching in somewhat deficient in students. That there were two primary reasons: 1) it wasn't a very popular thing to do a serious job of teaching political science when the students were only concerned about their rights. They weren't concerned about how you have a workable government. Aside from that, it also was a comedown because the requirement was what the students have - a non-government course or a political science course in their course - I don't remember specifically. This happened all over the country. A boy was up here doing Christmas tree business in his year off. I imagine he was on a flunking line and they always take a year off.

Ed Earnhart:

I said, "What's your program?" He said he was going into land management. Land management? With an undergraduate degree at Harvard. "Well, it won't be allowed after next year" he said. Now, that was a couple of years ago and they don't, because they have down-graded, too.

I don't know what's going on here. We need to have institutions serving a limited function and doing a good job of it. Even if we got all this largess coming in from the oil, it's wasted human resources whether you can afford it or not. To have a confusion, to have people thinking they're getting an education when they aren't. In some cases, if they're lucky, they might. To have a duplication of services and to have, as I know, in at least one community school currently, a coordinator, who I imagine is paid somewhere around $26,000 a year and is supervised who is then again supervised by another supervisor, so we have in that person - I would say the job would take about two hours a day to do what is being done. Now, actually this person is handicapped in the community because the community isn't that much concerned to help, and he was told "The community will help". I think we should get two things for the overall positive. What can we do instead of continually saying where can we expand so if you can do what you do well and people know what your task is, and others will recognize that you've done it well. We had a basketball team from those community colleges in Florida if you recall. I'm alluding here to another problem that has plagued people, that I think we're getting over now and that was the recruitment. We had some cases - we had the great Alaskan shoot-out.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Martha Valliant:

I'm a teacher with the Associate Degree Nursing Program here at ACC. A little background - this program was started in 1971 and has graduated about 150 graduates who entered the nursing field. We received an eight-year accreditation from the National League for Nursing about 1975-76 which is the voluntary accredited service granted to nursing education programs nationwide. A little further background to explain my feelings about nursing education being in a community college setting. The associate programs, which are two-year terminal programs, were started about 1952 as part of a pilot project sponsored by the Division of Nursing at Teachers College, Columbia University. The idea that nursing education could be put into a collegiate setting is not a new one, but it was felt by the components of the state that nursing education could be shortened from the traditional three-year hospital based program, which was a service-oriented type of on-the-job learning and training and could be shortened to two years in an academic setting. The idea that it could be done in a community college program was based on several assumptions, among which was the assumption that education for nursing belongs within an organized framework; in other words, a nonservice setting. The community college setting, the post-high school educational institution was specifically suited to semi-professional or technical education and this made it the very logical institution for preparation for this type of nursing as opposed to the professional or baccalaureate graduate. The assumptions were made, of course, on the basis of philosophy of community colleges, which you've heard thousands of times, probably even today, but just to emphasize a couple of them because they refer to part of my thinking too. The community college does comprise the first two years of a liberal arts standard type of education, and it also includes terminal education consisting of both general education and vocational education of a semi-professional and technical nature, including supervised work experience, which are regulated to educational or occupational opportunities in the community area served by the community college. Because of the terminal nature of this type of program, of the terminal education offered by community colleges, the students who are graduating from the program do need the requirements for graduation with an associate degree of some type or another, as well as requirements for licensure which must be met by the major program. We have to meet some state standards in order for the graduates to be eligible for licensure after graduating. It would also appear that the nursing program does meet a community need and certinly medical personnel are needed in a community. My own background involves graduate work on a master's level in teaching in community colleges, as well as seven years of teaching in a program which was a locally-governed type of community college, not a statewide system. We had a locally elected board of trustees and a local tax base as well as state support on an FTE basis. One comment further. When I say terminal I mean that a terminal program student is eligible to write the boards and to become licensed and to practice at that level. It does not mean they are precluded from further education and many of our students do pursue a baccalaureate or further education. Here, at this particular time, being under the same roof as a baccalaurate program has proved to be no

Martha Valliant:

particular advantage and our graduates do have to enter as any other graduates from any other nursing program around the country, so being under the same roof does not give you any particular articulation, so it's no particular advantage.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Mary Hale:

I am assistant to the president of ACC, Director of Public Services. Here at the college we serve about 500 senior citizens, 60 and older, each semester and this is really a very small number of seniors compared with the number of seniors who would like to be served. We have not gone out and made a market of seniors as some might have the impression, but there are seniors who come to us very much wanting the stimulation that can be offered. They are looking for a couple of things. They are looking for self-enrichment courses. Some of them are re-entry students, going back to work because inflation has hit so very hard. They have limited incomes and they're coming back to upgrade their job skills. The majority of seniors who are served on this campus at the moment are served through what we call self-enrichment courses. These are normally the courses that we call self-support. They are the ones that we have to subsidize with a course fee from the student in order to pay for the expenses, mainly the instructional cost of the class. The seniors that are coming our way, the evidence this year for the first time, a very serious situation which I hope you will be aware of, because, particularly on the urban scene, the cost of living has risen so traumatically because inflation is so difficult to deal with on an income that is fixed and not flexible, not with anything built-in to take care of the inflationary factor. A number of these people are not, what is called by Medicare and Medicaid, on the poverty level. A number of citizens have felt the pinch to the point where they cannot pay for course fees, for materials fees, and for lab fees. As you know, the tuition is waived and this is wonderful and they're very grateful for that, but a number of these people, in registering for the special set of non-traditional things we do through my office, called the ten'til two series, have requested assistance with these other kinds of expenses which are attached to the self-enrichment courses that they are seeking here. I do not believe these are necessarily people who are looking for something for nothing, nor do I feel they would underevaluate the service of the college if these costs were also subsidized. What can be done about this? Frankly, I do not know but I believe it is a situation primarily urban, although it may also be rural, which should be addressed because these seniors do deserve a chance for this very important kind of mental stimulation.

Q: What's the magnitude of the fee that would be charged?

R: For example, this series I was talking to you about is a very flexible one in which we have four-week segments and we have an eight-week segment. We have one eight-week segment that has a very nice buffet luncheon in the middle of the day, the socialization of that hour being very important. We have another eight-week session which has no luncheon attached; therefore, the fees vary. For the eight-week session on travel which they had requested, with no luncheon attached, the course fee is $32 for the entire series, but we had 29 seniors who could not afford the $32. The fee for the series with the luncheon is $64 for the eight-week series and, again, this is a strain on some seniors who would very much like to participate. The four-week series runs $16 so the costs vary, depending on the length of the series itself and

Mary Hale:

whether or not the luncheon is involved, but these costs are reasonable for the services rendered. It's just that the inflationary crunch is getting to be so very tight that even the $16 is becoming a problem for some of them. So we were turning away 29 for one class and 24 in another. This is the first time we have had people coming to us and talking about it, in other words.

Q: Just for the record, what is the situation for the person who has the fee waived but can't afford the costs involved in taking that course?

R: You mean the tuition waived if they were seeking tuition?

Q: Well, if they can't afford the course fee?

R: Oh, O.K., It's not like there's tuition and an additional fee to pay on top of that. I can't think of a good example. Let's take for example "What's for Women" This course is primarily one that serves women. It's called "All About Eve" and it was sort of an inter-disciplinary thing to talk about physiological differences of being a woman - psychological, socialogical, etc.; in fact, men participated in that. There are two ways you can enroll in that course. One is for non-credit, the other is for credit. If the senior enrolls for credit, the tuition, of course, is waived. In addition to the tuition, because it self-supports and I have to make my budget, there is a course fee and the course fee is either $32 or $64. It gets a little complicated because of the flexibilities we try and build into it, but that's the way in which it works. The difficulty seniors were having was that somehow the $32 was beginning to really pinch in their inflationary bind.

I want to tell you about a survey we made last week. We had a public forum on aging, which was held on this campus last Friday all day long, the purpose of which was to come up with resolutions to be addressed at the White House Conference on Aging which is scheduled in '81. We made a survey of over 1,000 seniors. We sent out the survey to see what their interests were at the moment - what kind of services they wanted from this college. About 200 of them attended the forum and brought their surveys back. We have now processed those surveys and here's what we find: that more than half the respondents and half the people who came (100 persons responded) said, "We would very much like to see you begin now to budget for a senior center on this campus where we might have very special services. Sometimes we require very special counseling." This was rather interesting, you know. I wasn't sure that seniors were still seeking counseling and so now this happens, very hopeful for the future. Also, they had special financial needs. They felt that they needed job placement, because some of them were coming back and needed to upgrade their skills and to go again into the job market, as well as entering again into the world of education. They lsited a number of services, about six, which they would like to see sort of coordinated in a senior center. Of course I knew what was going to happen when I mentioned this to Ed Biggerstaff. He was going to say, "But Mary, you used up my last broom closet." So, there's never room on this campus for a senior center. It is very difficult to find room. We are ten years behind in our building program, as I am sure you're aware. But this is one of the needs that seniors are coming to us with. They want that chance to get together as a particular community within our community when they come to our campus, and that's an

Mary Hale:

additional need that I see in addition to subsidy for their additional educational costs.

Now you want to hear about women. Well, let me tell you about women. Last year we had a very wonderful bill that was introduced into the legislature and that bill made it through all the hurdles of the legislature, including getting incorporated in HB60. It made it through both the senate and the house and the Free Conference Committee only, alas, to get the ax from the governor after the session had ended. There was nothing anybody could do about it. That special request for funding which was to be added on to the regular budgetary requests of the university was to have established a women's center here on campus that would serve both men and women, but primarily re-entry women who were coming back into the world of education and/or back in order to upgrade skills because they have to go back to work. This would have provided for personal materials that we use, special counseling assistance and all kinds of aids, generally like the seniors we're talking about. That was vetoed, so what we did was put together a volunteer staff and, on a very limited basis, we have been able to offer short courses and few seminars and workshops, particularly the brown bag noon time topical discussions about things they want to know about. How to write a resume, how to get ready for a job interview, not having been involved in one of those as they've been taking care of children for the last 15 years, etc. On a limited basis we've been able to introduce enough programs to know that it's quite valid, that it's very much wanted, that it's very effective and very much appreciated, so what we have done is to make a survey again of just what the needs of these women are, and to put together again a request for consideration of funding to be added to the regular funding request for funding of the University of Alaska budget for a women's center. That will be in your hands by Thursday of this week.

You may need to know, by the way, that us women are coming up in the world. We are more than 50% of the students at both ACC and UAA. This center does serve both students from both sides of the campus. But it's interesting that the statistics for the last two years pointed out that there are more women students than men. You know, that might mean we should have a little more consideration.

There's something about both of these causes to which I have spoken, women and seniors, that if I may, I'd like to make one more comment. This is indeed the kind of thing we face at Anchorage Community College as being a part of the bureaucratic maze. In the rural settings of the other community colleges involved in the system, I'm not at all sure that the causes, the need to sort of catch up on the part of women and seniors is as acute as it is on a very large, urban campus like this. As a result, when our priorities are established at ACC, there is a high priority for working with women and seniors and finding the money to do something effectively for both those groups. With that priority, which is high with us, then goes to CCREE. In CCREE that priority is massaged and looked at and examined from all sides, and ends up 144 out of 150.

Q: I don't know if you were here this morning Mary, when Kerry was talking about the report that the Commission submitted in addition to the report that this committee will submit to the legislature, but I think in one or the other we do plan on having a section that talks specifically about the needs on certain campuses, so that everyone is aware of specific needs, not just in general of the problems at ACC. This type of thing with women and seniors will definitely be included in that section and a lot of people would read about it.

R: This is another point that the Chancellor at ACC could speak directly to, needs of particular programs that perhaps other community colleges are not sharing at the moment.

Q: Don't go away. You know the four issues we're talking about. Do you have any other comments on those issues?

R: The Advisory Council happens to be the group with whom I am the liaison with the office of the campus president. I would think that it would be very, very good to strengthen the hand of the Advisory Council if indeed, you want to see them continue. For example, on our council which I originally helped put together (with the then President Stewart), we have some very busy and wise businessmen. We have 13 members. The time of important business people is worth a great deal. To use that time well means that your voice is going to be heard in such a way that it will make some sort of difference. It will be helpful in some way to what is being developed here in the way of, hopefully, better education. At the moment, as I think Bob Arnold pointed out very well this morning, there is great despair at times on the part of, for example, our Policy Advisory Council, because its members simply have to wonder, "What am I doing?" and "What really, what difference does my voice make?" The thing that seems to be frustrating to them, and I despair over it because I want to see that high caliber business community leader remain on our advisory group and I don't know how long they're going to remain there if they feel impotent in doing something constructive and helpful for ACC. The thing that bothers them is that there is never recognition even of any communique which they send directly and they're terribly frustrated because they know the Board of Regents doesn't know they exist, or if indeed, they do know they exist, they're not listening. They're not asking this council any questions and here is a group of people who could speak directly to the Board of Regents and to help them (maybe) to know what was going on. If only they were concerned enough to ask, "So I do not know how legislatively or otherwise we can encourage our Board of Regents to wake up and find out what's going on", but here is one advisory council that could be very effective if there was a chance for them to give some significant input to the Board of Regents. So there's a sort of two-way communication there, as I see it, which would be very helpful if we could establish it and I really do believe that if President Barton is sincere, and I have every reason to know he is, in wanting policy advisory councils, I feel we must do something to change the present system so that something dynamic can occur. Otherwise we are wasting the time of some wonderful people. So as to the Policy Advisory Council, yes, I think they have a great role to play, plus the fact that if you wish that role to truly be more than just advisory, then you realize you must give them staff support. If I am going to work with the Policy Advisory Council on things of budget, to put on the agenda certain important decisions that must be made about budget at this time, etc., then I'm sure Ed is going to look to me to come up with some sort of workshop which will help those members to be something other than an understaff to a bigger staff. But don't forget, when you give them increased responsibilities, you're going to have to give them staff support and that means you're going to have to fund

Mary Hale:

us to provide the staff support. I hate to throw that in, but if we don't help them, we're going to put them in an intolerable situation - we're going to lose them, because they're not going to serve, to make decisions on budget when they don't understand what is involved. I want to make that very clear to you. So, what else do you want to know about the Policy Advisory Council or do you already know all you want . . .

Q: You alluded to a government change. Do you want to elaborate on that at all?

R: Let me say that having underlined the idea of a chancellor for Anchorage Community College what Bob was saying today made a great deal of sense to me. I really think when the voice is heard, in the Board of Regents as well as directly to Dr. Barton, things will change, because we are now so insulated from those environs in which the decisions are made, that we are virtually impotent to achieve the funding level that would allow us to do some catching up of these five years of losing because we have no inflationary increase in our budget to make up for the money we were losing. It just seems to me the time has come when we need very much to have some sort of change so that the true needs of this community college will be addressed. But in spite of Governor Hammond's threats to veto all the funding, I keep hoping that your report will be so dynamic and so inspiring that he will say, for the first time in the history of this state, "We're going to adequately fund higher education."

(Unintelligible)

Two years ago I was thoroughly convinced that was the only way to go. But now I'm beginning to wonder if we ought not to try one more thing. Please make it work! Try it. That one thing would be the sort of structure in which the Anchorage Community College president was indeed a chancellor with equal footing with the chancellor of CCREE and the chancellors of all the other universities. Don't forget that we are twice as big as we ought to be right now. According to the Carnegie Commission on Higher Education (please correct me if I'm wrong) it seems to me that the optimum students to serve and to serve effectively was about 5,000. We're knocking on the door of 10,000. In five years - 15,000. We could be four community colleges, and you know if we were three colleges we would need a chancellor, right? So you might get started on that just a little early.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Kalem Saxton:

I'm representing the Anchorage Association for the Education of Young Children, which is known as AAEYC and I'm also representing the Early Childhood Task Force. I'd like to speak to you of a community need which is concerned with both the tuition issues that you're concerned about as well as policy advising. That community need is training and recognition of training for people working with young children. My understanding is that there's a difference between community colleges and junior colleges. The community colleges provide needed classes that adults would want or need as opposed to junior colleges which provide a degree program for those interested specifically in completing degrees. Our organization applied for and received a $72,000 training grant from the state of Alaska to try and train day-care staff workers in the Anchorage area, because we felt that training needs were not being met in the local community. In Anchorage there are just short of 15,000 children under five years of age and in over 4,000 households where both parents are employed, at least one child needs day care, so if you figure 1-1/2 kids per household, there's at least 6,000 children that we know of that need some form of day-care. At present there are only 2,675 licensed spaces available in 52 centers. There's a lot of care of children going on outside of the centers. We need more centers than we have. We need more trained staff. The licensing requirements for day-care operators are minimal and, at present, the director of a center can be 19 years of age, a worker can be 14 years of age and no training requirements for either directors or workers, or any incentive to provide this training. We wrote into our grant $5,000 to be paid for 20 operators and 50 staff to take courses at the college because we wanted to support the early childhood programs at the college and to see them increase. We wrote into our budget $8,500 to hire an on-site, competent trainer because we knew that there wasn't sufficient staff to provide the kind of training that we wanted and we particularly wanted a kind of training that is on-site, competency-based, where the instructor goes to the student in the classroom rather than students gathering to the instructor. So, $13,500 of our $72,000 grant was to support credited education for day-care workers. Bethel is providing this kind of training, Northwest in Nome and the University of Alaska in Juneau. In Anchorage we are not able to work out our participation with the college at this time. The Anchorage Community College is dropping its degree in early childhood and we think we've got 50% of the state population and 52 licensed centers, so there is a need here that the kind of training be provided that workers are able to participate in. The community schools occasionally offer early childhood courses, but these are haphazard and can't be regularly scheduled. The municipality provides minimal training effort opportunities, but there is only one staff person available for training. In 1976,which is the last year an assessment was done of centers' training needs, 85% of the centers responded that they wanted additional training and yet only 8% of child care personnel were able to receive some sort of training. Centers for training are minimal and almost nonexistent, the pay is low and there are no criteria within established codes for eligibility for child care personnel. In other words, certification. Only a few child care centers have a career ladder or a pay scale incentive if a person wants to seek training and yet, training is needed. Operators ask for it, staff ask for it. The high turnover of staff reflects a need for training.

Kalem Saxton:

The Early Childhood Task Force plans an educational campaign to inform the legislature of the need for competency-based,on-site early childhood training through the community college system. This is a statewide proposal that we are making. Also, we plan to talk up for the state to grant a CDA certificate, a child development certificate, through the university college system. This is done through credit courses. At present 18 units are the courses that have been developed for credits for a CDA training program that is in existence, though it's not certified. There's a national certification program for CDA. We'd like the state to adopt its own certification program. We would like the state to recognize the kind of training that is given so that it can be consistent, it can be statewide, it can be founded in good early childhood principles based upon a sound model of early childhood and we are going to strongly work towards that this year. We're hopeful that we can participate better in the policy decisions that are taking place at ACC so that not only do they meet the local needs, but that they can also link up with statewide offerings in early childhood.

ANCHORAGE COMMUNITY COLLEGE
December 13, 1980

Ed Biggerstaff:

I am president of Anchorage Community College. I have a number of things which I would like to relate to the committee, perhaps also answering some questions that you have, but I feel it kind of important because I feel that this is a good chance to drop in and try to enhance the relationship at this point by some explanation as to ACC's position regarding the Early Childhood Development program which has just been discussed. This, I think, will provide the committee with some insight into some of the developments on the campus, some of the things we are doing and also to show that we can be responsive to the needs of the community. I'll spend just a couple of minutes on this. When I first got here I asked for a total review of all the programs and the curriculum on the campus. I was looking in terms of weaknesses and strengths, programs and what have you. I asked the person who at that time was in charge of the division to do a complete analysis, to tell me what we should do with the program, and certainly work with the advice of the Advisory Council. As a result of that, the decision of that review - the decision was made to do away with the formal program of Early Childhood Development but not to do away with the courses, not to do away with the viability of being responsive to the needs of the community in relationship to the course offerings. We were not having enough students to sign up for the degree which, in fact, if you keep it in the catalogue you are setting yourself up for a very difficult situation of false advertising. We transferred the five courses in the area to psychology and social science and asked her to go ahead and pursue the development of courses and programs, not degrees and certificates. The reason for the delay in responding to your requests on that had to do with a time that I had 18 course proposals submitted over my desk. At the time I was serving both as President and Dean of Instruction for a year. There were 18 single courses. I found myself having to review those courses, finding myself also with the possibility that I was losing a full-time instructor who was going on sabbatical during the semester that you were about to start your program on. Secondly, it needed some more review in terms of the total process. In the meantime we've had some changes in administrators. Evidently what I thought was a review was not. I found it out this last week. I know now where the bottleneck is. I've asked them to go ahead and process them through to my desk as soon as possible and get back to you as fast as we can.

I have an observation to make before proceeding with my testimony. That is the appreciation that I have for people that, in fact, have offered testimony today. I've listened very carefully in terms of information or misinformation, perspective and opinions. I have watched out for that, so that I could be in a position to perhaps make some comments if necessary. The position I find myself in is saying in essence, what has been reported to you today, in a very valuable fashion, is correct. The issues are pertinent issues. They are issues that should, in fact, be addressed to this group and I appreciate the people's willingness and their articulation in being able to do so. I also appreciate your fatigue factor, and what I was picking up, a true willingness to listen to what these individuals were saying. What they are saying is long overdue. What I am about to say is from the perspective of a president who has

Ed Biggerstaff:

been here for a little over a year and, therefore, has learned some things and yet has more to learn. I would say that during 1979 and at present the ACC continues to provide an ever increasing opportunity for people wishing to continue their education is one of the ten community colleges under the organization of the University of Alaska. In my opinion, ACC is the only comprehensive community college.

(Tape malfunction)

PRINCE WILLIAM SOUND COMMUNITY COLLGE

Public Hearing

December 15, 1980

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Linda Fleming:

We have no tuition here, but people that I've got who have taken their GED and passed it do have a problem meeting tuitions. There is a circle of them that have had this problem, and I have some that are very gifted and cannot go on to college because of this problem.

(Unintelligible)

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Jessie Levshakoff:

I'm Jessie Levshakoff. I got my GED here and am now in the process of taking classes. I think that tuition should be somehow lowered or refunded. The government is giving away all this money. Couldn't they give it to people who are trying to learn. We don't live in a college atmosphere. I am raising a family and existing, trying to find all this extra money for the books, so you end up taking six credit hours. You just cannot put that much money out and so it takes a long time to get anywhere. It would seem that some sort of an incentive level somewhere could give a person a little bit - maybe you could give part of it back or that type of thing. It's very difficult for me. One of the things referred to is the tuition, as it is now, hurts part-time students even more than full-time students. When you take one or two classes maybe, a term, that breaks you when you're raising a family. In one class I have this term the books were $30 plus your tuition.

Q: Suppose we eliminated it?

R: I think many more people would start opening their minds, especially marrieds, raising families, people who would have gotten a supplement, I think they would definitely support the college and go forward and do it. I think we'd have a much better program.

Q: Would you suggest a rebate or eliminate?

R: Eliminate.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Mickey Valden:

I think I would be in favor of eliminating the tuition if it didn't create any major problems - if it is a major obstacle to people being in classes - whether it would create havoc as far as registration is concerned. Let's say, for instance, and we had twice as many students lined up, with the same number of students we have now, and the other 50% dropped out. One problem is, suppose a person has to withdraw when he is halfway through. Do you rebate that person? There are a lot of decisions that have to be made. It sounds simple on the surface - rebate. It may not be simple operationally. Elimination definitely would be simple. You have so many people signing up who definitely care. Actually there is no way tuition is going to be free even if you do eliminate it, because we've still got book costs and other costs.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Jim Lefko:

I would like to express a concern. I have very limited knowledge of the community college here in town. I am teaching part-time and this is the first semester. I have limited experience in the case of taking credit and non-credit courses. I'm offering a credit course that has a minimum number of students in it. I offered a non-credit course and it had 50 students. It seems to me that's saying something about where the emphasis seems to be in terms of the community and community needs. Non-credit courses seem to be in demand and I would like to see more emphasis given to credit.

Q: We've heard this before, something similar to these, and I think this especially was true in Bethel. They were feeling they should be doing a lot more in the way of non-credit courses and they felt sort of hindered in that by the present structure which is built on the number of credit hours. The other thing which they expressed was the feeling that tying everything into semesters, the semester system, was too inflexible, that lots of things needed to be done on a short-term basis. Is that kind of thing what you're feeling?

R: That certainly would help - being able to schedule blocks of time with flexibility for credit or non-credit, and do that on community demand. The courses here, fortunately, are small enough that we can do that. For instance, in one class I have, it turns out that a certain night of the week that we had the class scheduled for, if a number of people have conflicts during that particular week, we'll move the class to another night. We generally find one night a week that everybody can meet. I think in a small institution like this the more flexibility you have the better.

Q: What were the courses you are teaching?

R: Well, I'm teaching a course called the Literature of the Sea.

Q: For non-credit, now?

R: Yes. We're going to offer that again. I think the enrollment will be quite a bit greater the second time. Then we offered a course, just a sort of evening's entertainment course. My wife and daughter and I lived on sailboats during the last ten years and we have a slide show - we gave kind of a biographical presentation using our slide show. It was very well attended and we had to repeat it three times. The Literature of the Sea was a regular tuition course. There were no other fees attached and the other one was free, three hours a week.

Q: Are you suggesting that people in this area might just be interested in courses for self-enrichment or whatever you want to call it as opposed to locking up courses for a degree?

Jim Lefko:

R: It's hard because I don't have any real feel for that. In terms of this morning's instance, it seemed to me that was the case. It seems to be much more in demand. You can't have them side-by-side, I don't think. They are not compatible. However, it seems to me more credit should be given to the institution for providing credit courses.

Q: Like in the Literature of the Sea. Was it the money that stopped the course or was it the credit?

R: I think it's probably a very complex thing. I doubt that it's any single thing. I suppose it could be the money. It could be the credits. It could be that it's scheduled over a long period of time demanding a rather serious commitment, whereas one night or one-week courses don't demand any sort of commitment. I think people in a place like this tend to be rather busy and they have many different commitments. I think that long-term commitment to classes probably interferes with enrollment.

Q: Do you think students are any less serious about it when there is no tuition? You don't value a free lunch.

R: I'm prejudiced here. I think that education is kind of an exciting thing and that if it's well done, people are going to be excited about it whether it's free or whether you charge. I don't think that it's too relevant, myself. That may be true with a certain kind, but certainly the students in the Literature of the Sea class - I don't think it makes a bit of difference to them. I don't think it makes any difference whether there's credit for it as far as that goes. They're taking it because they're interested in it and they're a very lively group of people.

Q: Older students?

Yes. In that particular instance I don't think it would make that much difference, but I do think credit courses offer, somehow in a time frame, it doesn't demand that kind of continued commitment of time. It might be more popular than -

Q: For instance, if you offered that course on Saturday morning or Sunday afternoon from 3:00 to 7:00 just over a month. Could that be something that you're talking about?

R: I think it would be worth trying and seeing what happens. We're doing Moby Dick next.

Q: I thought that you started your comments by saying that you do have a certain amount of flexibility. If it seems that a regular semester-type course is too much for people that you do have flexibility to change it around people's schedules?

R: Yes, the college also allows us to compress courses as long as we meet the number of contact hours. We don't have to meet every week of the semester, so we do have that kind of flexibility too. I have a feeling that shorter type courses might go better. I do think there's a lot of interest in

Jim Lefko:

the community and educational type things and maybe offering some of these things through a non-credit type arrangement might be more successful than strictly through a credit type thing.

Q: Many community college students are not particularly interested in degrees. They want things either for their own self-fullment or things that will improve their job skills, but they're not particularly interested in degrees. Would you say that's true here in Valdez?

R: Again, I can't speak generally, but it's certainly been my experience so far.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 13, 1980

John Owens:

One of the problems the community college has in doing non-credit is the form of accountability, and we would do more. We can be very lively in non-credit and sometimes there is a value judgment placed on credit vs non-credit that shouldn't be there. One shouldn't consider non-credit classes as being inferior because they don't carry credit. There are job-related skills that sometimes we're forced into a position of molding them into a credit offering when they could be done less expensively, and possibly we could expedite them if we didn't have to fall into this mold. We are told that legislatively we are funded for credit courses and the non-credit production has to be done from local funding or from another soft line. That really inhibits us. This past year Valdez, a principally sound community college,has come out statistically good in a number of areas, but the one area we look really bad in is the area of - if you take the credit hours generated and divide them by the students you serve, the university comes out with about the number 6 and ours comes out about 8/10. We're serving lots and lots of people, over 1,000 people a semester. You know that's a very large percentage, but we're serving a lot of these people in life-coping skills, survival skills, and these are not areas that generate credit hours. In contact hours we look great.

Q: What is your relationship with the community schools in terms of these courses?

R: Very good. Last year the Tri-Agency group, which is not going to be here, and is made up of the community college, Parks & Recreation and community schools. Our director of vocational programs was our representative on this Tri-Agency group. Gene Kalish, who was at that time in charge of community schools and Rutherford, who was in charge of Parks & Recreation got together and they wrote a proposal and it was funded for, I think $5,000 which is not a tremendous amount of money. But they did a study and they did it together and that started a cooperative effort that Marshall Lind has now referred to in his speeches as the Valdez model, and we're very proud of it. I think Valdez is one of the few communities that has this degree of cooperation. Last Saturday we had Santa's Workshop here. It was a Tri-Agency function and we had 80 or 100 and not all kids, we had some adults in, learning crafts. They set it up where they taught Christmas baking in one of our rooms and they taught Christmas tree ornament making in another and loop embroidery in another - this type of thing all over the building.

Q: Did people pay for this service?

R: Only for the materials. There's no charge on that.

Q: I assume you have some non-credit courses for which people pay?

R: Yes.

Q: And there are non-credit courses where people do not pay?

R: Right.

John Owens:

Q: Depending upon whether you can get instructor volunteers, or whatnot?

R: Exactly. For the non-credit courses it costs us nothing and we pass that right on to the student. We act more as a broker than anything else. We provide the space, the planning, whatever it requires to get the course going. If it's somebody who has a skill and they want to teach, they don't want the involvement that is required in the terms of a credit class, then we pay them something. We go to $6.00 an hour, I believe. It's the going rate that we're using now. Then that cost is reflected back to the students.

Q: So you really charge the exact cost of the instructor, no overhead?

R: We try to break even on the non-credit.

Q: John, would you favor a greater budget in order to bring really interesting people here?

R: There was this fellow who has done mushroom studies in Alaska and we'd like to see him come in the fall. I think it would be just tremendous. All kinds of people from the community want to learn about mushrooms. It's difficult in the present situation, with the low budget. It's easier for us to do it than many of the colleges because we have some very strong city support. So, we can do some of the things such as Jim is suggesting. It would be easier for us, but it's still difficult. The breakdown is that the municipality should be providing for the non-credit and the state should be providing for the credit. But in truth, if we did that we would not have much of a credit program because the state doesn't provide very much money. So the city provides us with more money than the state does in terms of our budget. We have to put a lot of city money toward the credit courses because there is a demand there, also.

Q: How does the city provide money?

R: It's a direct grant.

Q: How much is it?

R: This year it's $424,000. Next year the city's grant will go up to almost $500,000.

Q: So funded money - you've got to use it for your credit-bearing courses along with the non-credit?

R: It's sort of a vicious cycle, because the legislature is looking at us and we don't have formula funding and we're probably the only community college that would favor formula funding. We don't see how anything could hurt us. Any formula you put together is bound to come out in our favor or completely ruin the system. But we still are evaluated based on the FTE and you don't do it with the non-credit courses, so if you're going to be evaluated and next year's state budget depends on whether or not we have generated enough credit classes and we have enough programs, and that's another question that's frequently asked. How many programs do you offer? Well, sometimes you're forced into the unhealthy position of creating programs just because that's what expected. We want to see a good, strong program and it doesn't matter if there aren't too many students. It really does matter. I'm being a little facetious when I say that, but I think you understand what I'm saying. Right now some of the problems that we're faced with, and some of them you'll hear from the people coming in, are stemming from the way that the Board of Regents and the legislature evaluate the community college and you have to jump through those hoops. If somebody says, "We're going to fund you next year based on the number of credit hours you produce," then that's what you do. You start to produce credit hours.

Q: Do you think that in addition to this basic problem, the way that you're evaluated, the fact that the city does provide so much support, might make the legislature less prone to giving you support just because they figure that the city is always going to pick up the tab?

R: Yes. I am very concerned about that. I had lunch yesterday with the mayor and the city manager and we discussed that, because they were concerned. The city is now going on a calendar fiscal year - from January to January, so the whole budgetary thing; in fact, tonight we vote on the final budget. They just provided almost 1/2 million dollars to us. Now their question is, "Do we really have to tell the legislature this?" They aren't going to pick up, because if they know we have strong city support, the legislature's never going to do it. Now I'm in fear a little bit of the city saying, "The way to get the legislature to start helping is to cut out the city money." We couldn't, honestly we could not survive if we lost the city money. You know that would be it - it would be over. We operate a full program in Cordova and we operate another full program in Copper Center. There's full-time people there. It would be very difficult to operate that extensive a program on the meager funds that were allotted by the legislature.

Q: Is the problem with the legislature or with the way that the university presents your case to the legislature?

R: I don't know. The university put us forward as the top. We have been the top priority for the community college system for four years straight now. Last year we got almost $90,000 out of the budget requested for us.

Q: Do you know where that was cut?

R: It was taken out of both house and senate. Then it got put back in through congress and then the governor. If it had gotten through the way the university had originally presented it, the governor would have said, "O.K. We'll go on with this budget for the community college." But then, when it came back to home it looked as though it was a special appropriation. I don't think he recognized that we were really plugging back in, a back-door approach, for the money he had already said was O.K.

Q: And he was not made aware of the fact?

R: I know the communications are not as good as they should be, but they are getting better. That was a weakness on my part. I should have known what was going on and kept him informed of this. I really think he would have allowed us to keep the money if he had known what was happening.

John Owens:

Q: Is your situation here unique or pretty much the same as other community colleges in terms of servicing such a wide area, in the fact that you're taking the education out to the people? It's very different from say, Anchorage, where you have a centralized campus and the people are coming to you. For instance in Cordova, Chitna and Copper Center and all that, you've got the added expense of having to take the education to the people and moving your resources out. It seems to me that should be taken into account.

R: We're not based on a borough boundary or a legislative district boundary. We reach - well, we should be doing something in Whittier. We just haven't been funded to do that, but in that direction we go to Whittier. We go to Cordova and have a request from Haines, which I don't think Juneau would appreciate too well. Haines claims that they're not getting services and they have requested us to reach down that far. Obviously we can't possibly do anything like that, but we are servicing as far east as Navesna and that picks up a lot of small communities like Chitna, McCarthy and Kinney Lake. I could go on and on. It's a lot of people. Small communities of around 150, 200, maybe 300 people in these communities and we're crossing all of these boundaries, so you don't have a nice political subdivision you're working within; so it does make it much more expensive. Last year Keith Edmonds wrote what I thought was a fantastic grant proposal to FIPSE for funding to take survival skill type programs out into the bush. This was around a $400,000 two-year proposal and we made the final cut. We got down to where they said they were going to fund it and at the last minute - we were down to about 24 groups and they cut it out. But it is one that really should come back through because there is a great need for providing services in places like Tatitluk. Tatitluk isn't very far from us, but it's very expensive to do anything in Tatitluk because you can't get there from here or from anyplace else. It's a small runway, you can charter. We can fly into Tatitluk or we can take a boat over, but that's the only way we can get to Tatitluk.

Q: What kind of services are we talking about?

R: Tatitluk is a native community, a group of natives. They fish and they are very successful. During the summer they fish, naturally. They need bookkeeping skills, courses on tax, business courses.

Comment from a member of the audience: It's where Alaska used to be 100 years ago. There's no electricity. The village is run by generators.

Comment: That's right. If they break down, there's no light, no money. There's one telephone booth.

Comment: Medical aid is needed. If it's like this, they could die before we could get to them. So it comes to survival courses for these people, because they don't know how to take care of themselves. All they do is fish.

Q: They said, "Help us, give us," and you just don't have resources to do this?

R: That's essentially it. We just cannot afford to go any further than we are now. We're just spread so thin. The way the college was formed - there were three extensions of the university; one in Cordova, one here and one in

John Owens:

Copper Center. Valdez had petitioned two times for community college status. We were presented with the argument that we didn't have a sufficient population base to be able to justify a community college. I was hired and the advisory council's main objective for me was to get us a community college, because that is what we want. So I put together a 'third needs' assessment and at that time suggested, "Why not have a region wide community college that would encompass the other three centers?" We went through the Board of Regents. The Board of Regents accepted it. The legislature didn't. Of course that was at the time that the Board of Regents and the legislature were not in good accord. Chukchi was formed at that same time. They came in more or less on our shirt tails. We had the better argument because we had the larger population, we had the operation longer and we were generating longer. By doing that and then not being funded, what we were given was just whatever the budgets were for those three centers. Suddenly we then had to take on all of the support services that the community colleges had without the additional funding that community colleges get. We didn't think that was going to happen. In three years we really have not received the additional funding. If we get a little bit more each year - this last year was the best because they did give us our first two instructors, but the legislature, just this past year, has funded two instructors for us. In the past we've been doing it all on part-time people. For us to think about going out and taking the limited resources we now have, and going to Tatitluk or to Whittier, because Whittier has asked us for services over there. Now, our ABE program is going to do some things in Whittier. It's really difficult for us to think about expending anything in terms of these other programs without additional resources.

Q: What is your population base?

R: Region wide, it's between 13,000 and 15,000.

Q: John, when you said Tatitluk requested survival assistance, you mean they would like to have a course where somebody could come in and teach them how to take care of that generator?

R: Yes.

Comment from a member of the audience: We had a request from Chitna which is kind of unique. A group of people there want to get together some stories about Chitna, some traditional stories, put them together in a book and sell it to tourists. They need some professional help in writing. We don't have any budget to do it, so I guess we'll just use traveling expenses to get over there and spend a week doing it.

Q: What's this place?

R: Chitna, a very historical, interesting place. They're not only interested in courses that might be job-related or related to building the economy in some sense, but also for just basic survival.

Comment from a member of the audience: You take these people and you bring them here to town. Right now I would say we have about six of them here working. We bring them into town and we have a social problem. These people aren't used to living in cities and it's really hard for them to exist here and yet, in order for them to exist they have to be one of these two cities that they pool from. So when you take them out of town there, it's actually worse for them. They'd be better off taught how to survive there. The younger generation down there are the ones we need to touch, at least the ones I work with. We have a big hassle with it because it's hard for us to bring those groups into here and place them. Hard to stay here and learn, because we don't really have a place for them or to take care of them. You're pulling them out away from their families. It's hard on them. It would be like taking one of us and putting us down there. Being that I represent the Valdez Native Association, I can tell you what the college has done. If it hadn't been for John Edmondson's staff, we probably wouldn't exist. A year and a half ago John took us under his wing and we have our own office set up, our own facilities. He's taken a lot of young people through here and my son was one of them.

Q: What do you mean by "coming through here"?

R: Well, like in my son's situation. He got mad at the school system which, at that time, was pretty raunchy and he quit the last six weeks of school. They brought him down here and he went right through - no problem. I've seen where they picked up several kids like that and it's not because the kids come running down here with a big, sad story. It's a fact that two out of three times, somebody from here will know of somebody, and they go get them and bring them down here. They say, "Here, here it is. Now all you have to do is sit down and take it serious and we'll help you."

Q: What does the valley's Neighborhood Association do?

R: Primarily, it's an organization set up for the natives here. We work with the Johnson O'Malley program for the native kids. We have our own CETA program. We see that the people here in town get medical and dental social services.

Q: So you're sort of a - people come to you and say, "I've got a problem. How do I take care of it?" and you lead them to the right place.

R: Yes, we have a staff of four in our office. A full-time secretary and three part-time persons. It's just mainly services for the native population. If we can't come out and solve their problems for them, then we have an office in Anchorage that we can go to, several. If one can't find it, somebody else does. It's just a service for the native population.

Q: How large a native population do you have here?

R: Thirty families and we also take care of the kids that are in the hospital there. We serve them as well as the kids that walk on the streets. We have somewhere around 50 kids over there that we service.

Q: So most of the people in these areas haven't moved to Valdez? Most of them still live in the villages?

John Owens:

R: Yes. The natives that live here are what were, I call, 'imported' here when they were just little kids. The went to school here or they came from Anchorage. There's very few living here that come directly from the villages, except for 20 or 30 years ago. They just don't move into town except for short periods of time.

Q: What are things that you have that none of the other community colleges have?

R: The facilities that we're in are on a long-term lease from the state. It's $1.00 a year. These were apartments that the state had and were provided for the people. The state decided that they were going to get out of the housing business and so they provided these for us. We now have some apartments that we can use for housing; therefore, we can now service some of these kids that need to come into town. We can bring them in for a short period of time and put them up in, what we call, our dormitories. We've had some donations from Alyeska to help us furnish the rooms and get things going. In January there will be five occupants from the Auknut group. They'll be coming down and will spend four months with us getting pre-employment training and then they'll go to work for Alyeska. Valdez is not a bad transition point for some of the more rural natives. It's not as dramatic.

Q: I get the feeling that you are only scratching the surface.

R: Yes.

Q: I'm sorry to be so ignorant of just a basic profile of the school, but can you tell me what kinds of courses you teach?

R: Our top priority is in the area of fisheries and marine transportation. We're putting most of our resources in that direction. Coming in a very close second to that is a program in the area of developmental disabilities. We have the only program in the state teaching our professionals to work with handicapped kids and we have Harbourview, which is the state facility for the developmental disabled that's here, and we have a very good, potential program right now. We're still trying to hire an instructor, a director for the program. The state has funded that. It's just that we haven't yet found the person that we want, but I would say in the next month we will have that person hired. There's 120 individuals at Harbourview that are in need of this type of teaching, not to mention the training that can be utilized for the mainstream activities that are going on now - preparing aides. In addition to that, they also have an office occupational program that really isn't off its feet. We have the program but we don't have any students or teachers and we don't have any equipment. I think that goes back to the statement that I made earlier, that we don't have any programs. But, we will develop that and we have in our 82 requests for money for equipment so we can set the Office Occupations program up.

Q: What about pipeline-related programs?

John Owens:

R: Pipeline-related things? We will probably be developing a petro-marine program. We had the statewide petroleum program and we talked with Dennis about this. We're saying that our piece of the action should probably be the petro-marine area. We have probably one of the busier tanker ports so we are into that. We're doing things in electronics at the request of Alyeska. When they come, they're going to put all their students through and they have committed funding to help us set this program up. I don't know what they're committing. They're a little vague in terms of the manpower that they're going to need.

Q: The building that you have - this is it?

R: We have this one, that one, we have three. This complex that you can see right down here. We've been here about two months now. Prior to that we had about 2,000 sq. feet of space and we sort of sat on each other's laps. Our biggest shortage right now that I see is in the area of shops. Some place to do vocational programs. We can't do that here and we can't use the high school's shop facilities because of the conflicts that one runs into with projects, carrying their projects down or carrying ours down.

Q: What I'm really interested in is how your courses relate to the economy and what kinds of jobs you'll be providing people with. Is there any area of the Valdez economy that you're not serving with courses that you'd like to be servicing?

R: Certainly the Office Occupations. I would say in terms of the physical support, equipment and buildings, etc., we're weak in every area. We're strong in areas such as our liberal arts area, because it doesn't require shop facilities or laboratories. We've got excellent people. We are extremely fortunate to have both Jim and Nancy teaching for us on a part-time basis, but we utilize them just like full-time people. Jim and Nancy run the charter service here during the summer. They both have Ph.D.'s and are excellent kinds of people to have in a program such as this. We have another lady who is in the final stages of her doctorate, so we have some really strong people. Keith is the director and he is finishing his doctorate out of Harvard, probably this winter. So, that's a strong program and it doesn't require the kinds of facilities, but in anything on the vocational level - well, because we don't have anything to work with.

Q: Basically the equipment - you don't have the mag card machines, the typewriters, plus you don't have the room to sit somebody down?

R: Right.

(Unintelligible - discussion concerns accreditation)

Q: No, they've been accredited for quite a while, haven't they?

R: For a number of years this whole university was accredited as one whole system and then they went to a kind of regional accreditation, and then they have gone down to each individual institution being accredited. So, the community colleges are just in the process of getting their accreditations.

John Owens:

Q: This means right now our credits at the community college level will transfer directly to the U of A and that credit is not gone?

R: Accreditation, in my judgement, has nothing to do with that, with the university. It has to do with it elsewhere. If a student at Prince William Sound Community College would transfer to the University of Washington, one of the questions that an admissions officer asks is "Is the school accredited?" There's a book. It has every accredited institution in the country; in fact, every institution, whether they're accredited or not, so they can look up Prince Williams Sound and see that it is not accredited and there may be some questions, although my experience has been that there would not be that question now because it's a new school. No new schools are accredited. Chances are the credits would be transferred to the outside. Within the university, that's one of the problems that we're hearing, is the big problem of transfer of credit from the community colleges to the university. Indeed, problems of transferring credits from one university campus to another university campus, Anchorage to Fairbanks if you will - so that is really a separate issue from accreditation.

Q: More problems are transferring within the system than there would be transferring outside the system?

R: We've been hearing much testimony about that. A student can go to Portland State and have everything accepted, but if they go to Fairbanks they don't. Now there's some problems with that. We have to make that very clear. Some people say they did not accept their credits, when indeed they did, for the major - in English 101 for instance, or let's say world lit and they're an English major. They may not be able to use that for their major in English, but they can use that as an elective credit adding up for graduation. There are two separate issues there. It is not cut and dried.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Jill Rasmussen:

I'm looking at this as a student, because there was no community college here three years ago and I didn't want to fight weather conditions in Anchorage or Fairbanks. I went outside for the first two years and got my AA degree, but when I transferred to Fairbanks I had credits that weren't accepted, so consequently I left Fairbanks and came back down here for numerous reasons, and am paying $75.00 to take a class that I have already taken before. I'm glad that they offer it here. It's marvelous that I'm able to make use of this time that I'm here, but I would hate to take an English class for the second time and go to Anchorage and find that, again, it's not carried over.

Q: Would you explain that. You said you had an AA degree from an institution and you went to Fairbanks and you had 66 credits. Are you saying that they only took a portion of the 66 credits?

R: No, I transferred. We were on a quarterly basis so the hundred and whatever transferred into 66 credits - semester hours - in Fairbanks. The problem was I completed my degree. I can see that within the state they have different requirements. In Alaska we have a political science requirement and we have a history requirement that they didn't have in, say Washington, so I'm short those credits--no problem there. But when I completed my English requirements outside, that's out of the way. I don't have to worry about that. I paid non-resident tuition fees to get those credits. They were not accepted at Fairbanks and I wasn't there long enough to go talk to the registrar to see what we could do to get them changed. They accepted them as general university credits, but not as a major. I had an accounting major and you need English.

Q: If you took world lit, you had to take it over again in Fairbanks?

R: I took English 101, 102, 103, nine credits. They were completed as general university requirements in the state of Washington. I came back up here and they didn't accept one of them, so I ended up right here to pick up that English 211, which is the equivalent of English 103 outside that wasn't accepted in Fairbanks. Now could it happen that my English 211 from Prince William Sound wouldn't transfer into Anchorage? Yes.

Q: You were talking about what it costs you to go to school. Do you go on tuition? Do you think the tuition is all right, it's too expensive, too cheap, should be eliminated or funded or somehow changed?

Q: I think the rates in Alaska are very, very reasonable. I found that they were more reasonable than Fairbanks. On the university level they are more reasonable than they were at the University of Washington or the junior college. I am very pleased with the rates. I made it sound like I'm complaining. The only thing that I have run into, and I'm sure I'm just one of those people who got caught in a bind and I don't think there was anything anybody could do about it. For my reasons for going outside - my family lives here, my husband is in business here and my children are in school here. We thought that I needed to go away to school other than the whole family making

Jill Rasmussen:

the move, so I was living away from home. I did not like the weather conditions or living away from home without a man to keep things going, so I went outside for two years. That's when I discovered, when I came back, that residency is a state of mind. You've got somebody that's lived in the state of Alaska for 17 years. I owned a home for 11 of those years. I have, every month, paid my house bills and my utility bills in the city of Valdez, but I'm considered a non-resident for tuition purposes in the state of Alaska. I also found a problem in that after having paid, and my husband and kids doing without to put mama through college, when we've run out of money for me to go to school, I'm not even eligible for any kind of funding - absolutely none,because I'm considered a non-resident and I don't know what anybody can do about it, but I think it's a bad situation.

Q: Why are you considered a non-resident?

R: Because I paid resident tuition outside. After I came back, I paid non-resident even though I live here. I knew when I went back to Alaska that we were running out of personal funds. We sold everything we owned other than our home to put me through school. This was our family decision and it's what we wanted to do. I have a daughter who started this last semester too, so we have two people in college. Suddenly money is a problem. I knew I couldn't get a federal loan in Fairbanks. It appears that the university has the option of their state loans or their federal loans, but you can't have both. They opted for the state loan because it pays $3,500 instead of $3,000 for a federal loan, so I wasn't eligible for anything beccause I'm a non-resident.

Q: How about your daughter? Is she getting anything?

R: She got some loans. We were living in the state of Washington, and she hasn't given up her residency. I don't know if we'll run into problems with that later. She stayed outside and is going to school outside, and she maintained her Washington residency. I know you have to have rules and I know you have to have standards. I guess we just fell into one of those situations where you don't fit in and you need re-classification. But suddenly, I do get a little irritated when I see people who complain because they have to maintain a two-point grade average to keep their CETA funding, to keep their welfare. And then you see somebody like me. I maintained my two-point grade average all the way through, besides maintaining a home and being a mommy, and then you can't get the funding. It doesn't sound equitable.

Q: What do you feel about eliminating tuition?

R: No, I don't think that's the answer. I don't think people appreciate what they don't have to pay something for.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Robert Larue:

I appreciate her comment. The colleges are able, at this point in time to provide to the community its educational services, its needs. In our business, I don't believe there are any courses here that would help us in our technical aspects. I think these things are needed and I think they will come in time, but it still seems the equipment and those things are needed to produce this type of program. There's no question about that. Of course I'm looking at the engineering and technical fields as more and more consultants come into this area with increased growth that came to Valdez. There are certainly other areas, but without local expertise in training, people coming in from other areas with the expertise already and they go to work. There are those that could fill these jobs if they were adequately trained, but don't get them because we've had somebody there that knew what they were doing. This is the main drawback from my point of view, with the community college right now. I'm sure John has plans working, but I would certainly like to see a more expanded program in this area.

A: Does the high school have a computer program?

R: A meager-type program. Basically the reason that we don't have one is that people have never even been familiar with it enough to teach it to their students. We don't have a basic computer program for students, so they don't get introduced to that field. If you had it introduced, then those students who were naturally inclined towards that expertise would then be engaged in that field of study. Maybe we need to introduce it at the community college level to get some interest in it. In fact, I know of one student who bought his own Apple II computer so that he could continue with his own field of interest.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Johns Owens (again):

Right now I think pretty good arguments could be levied in both directions. My own preference would be for the community colleges to stay within the U of A system, give President Barton an opportunity to try and straighten out some of the inequities that we have. I think that communication problems are one of the major problems that we're faced with right now, the ability of the community college to communicate with the senior campuses and in return we're hurting our students. That's where the real sin is being committed. It's one thing for the academics to sit around and argue philosophically, but it's another thing to have a poor student who puts in two years at the community college and then tries to transfer to the senior campus and gets a rash from the senior campus. I think that's a real problem. The other thing that I wouldn't mind going on record as saying is, if there was a separation, I think, Prince William Sound, unless things start to become straightened out, I think we would prefer just separating completely and become a private municipal college rather than to continue seeing the problems that we have seen in the past. I would hasten to say I do think that there is a great improvement in the four years that I have been here. I have seen a lot of improvement. I think the system is better. I can remember back four years ago when we had a grant that we tried to close out and the granting agency kept saying, "Hey, we owe you $20,000" and we couldn't find anybody in the system that cared. I don't think they ever did get billed for it and today, something like that absolutely just would not happen. We see much better support services coming out of our Anchorage force now. There was a time when you couldn't get an answer from anyone, now we're getting help. I feel encouraged about it and what I'd like to see is, the situation resolve itself and better communications be provided. We get a little "antsy" about a recent occurrence. It was the statewide fisheries program. It was pulled together and it was made up of representatives from the community colleges and it was heavily laden with people from the senior campuses. Now, fisheries to me, and I'm not a vocational person (I have a research background, so I guess I'd be one to be leaning towards research), but I look at fisheries in this state as being an economy. We should be doing something to get information to people so they can get out there and catch bottom fish, so they can learn how to handle their money, so they can learn their gear. The second thing, when you see the proposal that came out of this committee, it was super-laden towards research. We're going to turn out doctorates in fisheries when what we really need to do is teach some poor guy how he can catch fish and earn a living, and that's not where they were putting their money. That's why the community colleges are complaining because they're saying, "Hey, every time it comes up we get into this big hassle and the money - so it gets siphoned off and it goes into research or an area other than the community colleges feel that the need is. We look at our own problems here in Valdez. Three years now we've been struggling along. We laugh about it, but it is kind of serious. We've got classrooms that you can't see in. We only had classrooms by the grace of the state because they didn't know what to do with these buildings.

Q: These are owned by whom?

John Owens:

R: These are owned by the state of Alaska. They were in social services. Now they're in administration and leased to us at $1.00 a year.

Q: Does the university own anything?

R: The university owns 400 acres, but not this. The university has quite a bit of land in this area.

Q: What do they do with the land?

R: It's still sitting there. We've got a beautiful piece of land down at this end of town, about 81 acres and we've got 30 some acres over here next to the small boat harbor. They have some more land out the road and then we've got some really nice land up the canyon. It's trust land that was given to the university some years ago.

Q: Do you find it valuable to be attached to the university in the sense that you get - what kind of support services? For example; in some of the other outlying areas that we've been to, I think it was in Bethel that the librarian gave the example that if students want some books that they don't have in Bethel, they call up the university and within a couple of weeks they have the books. Are there any kind of concrete services like this that students feel - an impact on their lives - that they might miss or that might be more complicated if there were two systems?

R: I can't think right now of any - yes, we do get some of the fiscal support out of the university; budget management, student documents, this type of thing. A few years ago we were getting better support in terms of library support. I'm not sure what's happened on that, but it seems to me that we're getting less support, particularly out of Anchorage, than we have had in the past. It's hard being concrete about it because actually, you get turned down a few times with one excuse or another and then you start looking elsewhere. I think we have reached a point where we reach elsewhere first. We used to go to them for help in terms of identifying need for student financing. We don't seem to be getting much support in that area any more. We are seeing considerably more support out of our central office in the community college system now. How much support our central office gets from statewide, I really don't know. I don't know what kind of a problem that may provide.

Q: You mentioned that you feel that if separation comes about, what would really be ideal in Valdez would be a completely separate entity. What if the colleges were separate and were funded under some kind of a formula system. Would that make you want to be part of the system?

R: When we have discussed this within the community colleges, I suspect formula funding is not a popular idea in the community college system. We can't imagine a formula system that could hurt us because if there's any equality at all, it would have to come out better, because right now we are by far, the most cost effective community college - the most cost effective university program in operation right now. If you average it out between cost of instruction in dollars for students, for credit hours, and take it on an Anchorage base, it would come out something like $38.00. Of course, we wouldn't be that cost effective if they gave us any money. We rank with the

John Owens:

top three colleges in the state in terms of percent population. We're about 8% of the population. I think in any way the form would count, we would come out in pretty good shape in a formula funding. Right now I think we're being abused. I don't blame the university as much as I blame the state legislature. The university at least does go forward. Now, maybe they don't do a very good job of it. I don't have much to judge that on, but I know that at least the university is putting us forward as a priority item and the legislature is dropping the ball somewhere along the way. We just aren't getting from them. My anger is not with the university so much as it is with the state legislature. We've got all the disadvantages of the reams and reams of reports and paper that flows in here. We have to fill out just as many reports, just as much paper work as any other campus with just a fraction of the support service. Now they've bought two instructors and this is the first year, and that's it. That's all they're paying for and the rest of it we're funding out of soft money from the city. So what happens? I go out and I can beat the bush. I have better than average success at finding supplemental sources of funding. I come back and I say, "Here I've got this $200,000 grant." Well, you forgot to plan on that last year, John. What you've got to do now is write this up in the form of a revised proposal, send it to the Chancellor's Office. They'll review it and send it on to statewide. They'll review it and send it on down to the governor. The governor's group will review it and they'll send it over to the legislature and if they say you can have the money, then go ahead and spend it. That takes months. What happens? I lose it. The granting agency says, "We can't wait months for you to get started on this project." It's a project we want done. We'd like to buy some education.

Last year the city of Valdez gave us $240,000, I think it was. We hadn't budgeted that because we didn't know the city was going to come in, but it saved our life. The year before the city put in $50,000 to get us over the hump, and then said, "Hey, we can't go on. We've got to have some instructors, we've got to have some support services, we've got to have clerical help. We've got to have some things." So the state gave us $24,000. We put it together in the form of an RFP. We sent this in. In fact, it was on July 4th that I put it on an airplane because we worked all that day putting this thing together, putting it on a plane and sending it up to Anchorage. Along about October we still didn't have permission to use this money. You know, you're pretty well into your first year by then, and here we're sitting here wondering what we're going to do. We need to hire people, we need to start spending this money and we didn't have any permission. I got ahold of Jake and I said, "Jake, we're in trouble. What's happening on this?" He says, "John, I don't know where it is." We start tracking it down. It had been lost in the university system. The university system got it out and they got it down to the governor. I'm off to Washington, trying to dig money out of Marriot in Washington for our maritime program. I get a telephone call that the governor says he isn't going to sign it. He's not in favor of seeing these funds spent in Valdez. I got right on the plane and flew to Juneau. I couldn't see the governor, but I did get to see Jesse and his other assistant. Went in and sat down and chatted with them. "What in the world is going on? What's happening here? I've got to have this money." Now we're into November and it still hadn't gotten on the governor's desk and he is saying he isn't going to sign it. We went through some arguments. I finally had some uncomplimentary remarks to make and said, "O.K., I'm leaving here. I'm going out to the newspapers and I'm going to tell the newspapers that we're no longer

John Owens:

going to be part of this system. We can afford to do it if we have to and we'll do it by ourselves." Back in my hotel the telephone was ringing and they said, "We've reconsidered it and probably you should be able to spend this money." So now, we still had to wait another month before it got off the governor's desk. Then it went to legislative budget and they kicked it around for a while. Then we're into January or February and they finally get back to us and say, "Sure, you can go ahead and spend this $240,000 that the city gave you and support your own damn program." It happens every year and it's happening again this year because we got $240,000 last year, so they put another $240,000 into the budget for us saying "Yes, you can accept that much money." So what does the city do? They play a dirty trick on us. They give us $424,000 this year, but the city would like to see us spend that money on something that's going to help them. If I've got to wait until January or February before I can spend that money and get it back into the system, the city is going to look at me and say, "Hey, you're not doing a very good job with our money," not to mention the problems I have. I don't entirely understand this channel voucher where initially we're making a bet thatwe're going to be able to use all of this. So we start to expend heavily against the state general funds with the idea that when all of this gets straigntened out, we'll be able to transfer it over and be able to balance everything out. Some place on the way, like right now, I get very nervous and it's kind of my professional reputation that gets laid out there on the line. You've got to go with it, but something could screw me up royall, and I get worried about it. I think that's my real concern. I say, "Hey you know, talk about separation. I'd rather just get out of the whole blasted outfit and say to the city, hey, kick it another $500,000 and let's just have a municipal college. We'll run it and we'll balance our budget, things will work and September 1, we'll have instructors on board. We don't have to wait to see if everything's all right." Logic tells us that if a city wants to put money into its college, certainly the state is going to accept that.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Ralph Ellinger:

You were explaining about either being in the university system or establishing a separate system. The only thing I'd like to say is I have three children in the university right now and I just can't understand how in the hell they can operate in Alaska the way they do, with setting up a charter for the community college and then no funding. It freaks me out, the system, and I understand about your vouchers. We operate the same way. It doesn't make sense to me. The legislature says you can take over low cost housing and that't the budget.

There's a lot of potential here, not only for general education, like the area high school seniors. For instance last year they had a group from the Pribilofs up here, some young fishermen. I talked with them a couple of times about what a checking account is, what a savings account is. They even invited me to their going-away party. They were hungry for education. There's just tremendous opportunities for this little campus right here, especially with some buildings, for people like the Pribilofs. I just don't understand why they are so niggardly with funding when they did establish this as a bona-fide community college. That's my only complaint. Margaret Branson said that we had the campus. Well hell, how can you run the campus if you can't hire any instructors.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

John Devens:

My entire contractual budget is $24,000. You can't heat these three buildings for a year on $24,000, let alone all of the other services that you have to have. That $24,000 is not just supposed to cover Valdez area. We beg, borrow or steal from anybody that will give. We're constantly into trading. Greg's got a Ph.D. in economics and he's got a master in business administration. We need somebody to help us with our business program. We traded him for housing. He's doing far more important work for us than he's getting out of the small amount of value in the apartment that we're giving him. That's the way we're operating a campus. It's a sad thing that education doesn't get better support. I know the city of Valdez is coming from the direction that the reason we aren't getting better support is because it's Valdez. Valdez is viewed by the state of Alaska the way the state of Alaska is viewed by the nation, and we're suffering from that.

Q: Is there talk about this? You mentioned separation and making a municipal, independent community college. Are other people talking about that?

R: I don't think anyone is actively promoting it. I'm certainly not. Last year when they said I couldn't use the money, before I made that threat I certainly called back here and talked to the city manager and the mayor. I think the mayor's response would be positive, but I don't know what any other responses would be. We hadn't talked about that.

Q: When you mentioned earlier that the university had made Valdez Community College one of its highest priorities, do you mean that the Division of Community Colleges has made it a high priority or the regents have made it a high priority?

R: I know that in terms of the Division of Community Colleges, we rank up there as one of their top priorities. In terms of capital, at this time we are priority #3, 4 and 5 out of a list of probably 80, so I feel a strong support. I talked to the regents and I found them to be a very pleasant, agreeable group of people. I began my conversation by saying, I'm John Devens from Prince William Sound Community College, which most of you don't know, but that's in Valdez which is a little town." Then I described where Valdez was, said that we hadn't seen any of them down here, but would certainly like to invite them when they come this way. Afterwards some of them came up to me and said, "Gee John, we'll certainly make a effort to come down and see you." That was eight months or so ago and nobody has come to see us.

Q: May I pursue that? You are suggesting that the difference is because you're so far away and also you have that image of wealth?

R: I guess the Board of Regents is like everybody else. They're made up of very, very busy people. I wouldn't say that we are foremost in their thoughts. I have no specific complaints about the regents. I don't think they have done anything to harm us, but whether or not they are promoting us as heavily in the legislature as they can, I don't know. How can I say it?

John Devens:

I know we go forward. The budget looks pretty reasonable when it hits the legislature. When they get done with it, it's just not there any more. There's a draft that's been put out. I think it's put out by the regents and it's the minimum that should exist for the community college. It goes along with, you should have $15,000, etc.

Q: Do they have a criteria that they're developing?

R: We're a community college going into our third year and we're nowhere near what they say is the minimum where a new school should be, minimal funding in support services for your campus positions. There is a difference. When you have to back into it - well, we've had to beg money from everybody. It makes a real difference in terms of how you can spend that money. It's one thing if the state comes to you and gives you so many dollars and says, "O.K., we know you need a registrar, you need a business manager, you need so many clerical support people, you need so many instructors." Then you go do it, you set it up and it's done right. But when you beg and borrow from other people, then they get to call the shots. They say, "Sure we'd like to help you, but what we want you to have is - -." You say well, that's better than having nothing. We'll take one of those and one of these. So pretty soon you end up with a hodge-podge program. That's something we have to be conscious of and cautious of.

If you really look at our staff, the people that we have here, they're good people. They're well qualified. We've had several positions open now for quite a while. Not that we haven't had lots of applicants, but we aren't going to hire until we get somebody that is good. So we're working hard to have good people here and I would much rather put my efforts towards people than facilities, but obviously our great lack now is in facilities. The people can't teach in the dark. They can't teach when there isn't heat. You know, the basic minimums. We need a counsellor. I don't know how colleges operate without having a counsellor. We do get a librarian next year. That's a free one. It has to do with the transferring of funds between units, so everybody looked it over and they decided that we would get some of our top priorities and one of them is a librarian, because I couldn't imagine having a college without a librarian.

Q: What percent increase have they put in your budget for next year?

R: I don't have the percentage. This is the budget document that I picked up at the post office on Saturday and haven't really had a chance to look at it yet.

Q: Can we talk about last year?

R: Last year, in terms of priorities . . . .

Q: I think they prioritized both capital and operating.

R: Capital - we were in for a $ million and a half building under the G.O. bond and we were pulled out in Free Conference. That was in terms of capital and we get no equipment. In terms of operating budget, they did give us two new instructional positions this year that we didn't have. They gave us an extra $30,000 for outreach programs that we didn't have previously, but they didn't fund the two positions. When we asked for the positions we asked not only for salary but for the support to go with the salary, like travel. You've got to send these people out and we asked for equipment to furnish their offices with and things like that. We didn't get those. We just got the positions.

Q: You say you didn't get any equipment money. Obviously you asked for it. Did the regents ask the legislature for equipment money or what you wanted?

R: Some of our equipment was cut at the chancellor's office. Not a lot of it. I think we did get $4,000 for equipment, but we were asking for things like electronic equipment - major capital requests. But this year they have gone through and I feel fairly optimistic for $82,000. Every year I have felt fairly optimistic, but . . .

Q: Am I right that the two positions are in office occupations and welding?

R: Yes, those are the two that will be coming up this year. Now, we get two freebies out of O'Rourke's re-distribution of funds. We get a librarian and a language arts position. The language arts position is currently funded by the city. We'll just transfer it to state funds and then with the money for that position from the city, we hire somebody in humanities.

Q: So this year you're sure of building up the liberal arts. But you need to build up these other areas that you were mentioning. What did you ask for next year that will build those areas up?

R: It's considerably over $400,000 in equipment - welding equipment. We're also trying to get a mobile unit, where we can take engines and small engine repairs and run it up and down the highway. We put it on the ferry and go to Cordova with it, we can go to Whittier with it.

Q: So what's your other biggie item that you've asked for, besides the equipment? You've asked for the office occupations position . . .

R: O.K. We've got a welder, a teacher of welding, a teacher of office occupations, a registrar. Well, what we need is a full-time registration clerk really. We need clerical support in our outreach centers. We have a coordinator in the outreach center, but we don't have a secretary. We need office space up there. That was another high priority item that I asked for this year, money to rent office space. Last year our program in Cordova was operated out of the basement of our coordinator's home, but he quit. Actually, he said that we couldn't have that space any longer. Our coordinator at Copper Center is in the basement of the public school up there and the fire marshall threatened to throw her out last year, and I asked to please allow her one more year. He says it's a fire trap and not safe. So, we know we are going to have to have some place to put them. It is in the budget for 1982.

Q: This budget represents what will go to the legislature from the regents, and all these things are in there.

R: Yes. I am not unhappy with this budget. If the legislature doesn't eat it up when it gets there. We think this is our year.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Ralph Ellinger: I work from three incomes. I work for the Department of Transportation and am in charge of a section that has a lot of engineering people. Just as recently as a week ago we were talking about the opportunities of continuing on in their engineering career. Two of them expressed a desire to leave the employment of the state and go outside to get a degree and come back. We discussed many aspects about how they could go back and forth. One of the things they mentioned was "Wouldn't it be great if the local community college could have the courses we have to take, so we wouldn't have to leave the state and go outside, lose the opportunity for the earning capacity and then have to come back and try to make a start." I told them it would be great, but we're just beginning and I hope that some day soon it will be recognized as a great need in this community and it will be made available to us. The other is a little bit more personal. Back in 1972 I started a master's program with the University of Alaska in Juneau. I was in their engineering training program and so I was transferred, and so I couldn't finish it. Finally, when I landed in Valdez I attempted continuing the program. There was no semblance of a community college here at that time, so the university would be willing to send instructors here for the course to continue the master's program if there were 20 more students. Well, Valdez was small. There was no opportunity then. Since then they have brought some but, in order to keep it continuing, they would have to have 20 more students to continue for the whole program. I, myself had to drop out of the program and, in 1972 I chose to go outside and get a master's degree in a year's time in order to accomplish this personal goal and also something that would help me in my occupation. So had there been an opportunity to continue the program, I would have. Also, there was another individual who started the program back in 1972 and he landed in Valdez with the same lack of opportunities that I experienced, and he had one more course to complete the master's program and it was offered in Anchorage. In order to do it he had to drive there every Tuesday. So you see there are problems that could be eliminated if the facilities were here. The other one relates mostly with the fact that right now most of the people that are in my section - we are having to send them to a university-south side for specific training. I think that these are courses that would be offered by a community college and they wouldn't have to go outside to get this seminar-type of instruction. I think if we could look at the possibility of forming the core around the community college then courses from the university could be brought in, seminars from these other private institutions and from some of the other universities such as Northwestern University, in January, is going to bring in a whole slew of work sessions and seminars to Anchorage in order to help some of our people get instruction that they need. Otherwise we'd have to go back to Chicago to get the instruction. A community college would help us in that respect. It would be a great help towards localizing some of the instruction and also bring in some of the outside instruction.

Q: One of the things someone brought up earlier, which we hadn't really looked at at all, is telecommunications and what role that might have in the future. I think we're kind of sitting on the brink of some major changes in terms of telecommunication. When you talk about an engineering program, when you have something where you don't have enough people in one community that could support that kind of thing. How much could be done with telecommunications?

Ralph Ellinger:

R: It would change the whole economics and delivery of any kind of educational program. So, from the economist's standpoint I think that the points that have been brought out here appear not only on an engineering, but any kind of a course for that matter, are very valid, not because we are a very small place, obviously there are some lifestyle benefits to working in a small place because these technical education delivery services are available now. If you compare the cost of delivering to the satellite, to the cost of bringing an instructor in, whether he's in here for a week, I can assure you that it costs less.

Q: In terms of statewide - the most recent series that they put on. What are the four or five courses that are now on television?

R: Earth science, (unintelligible)
We've had a remarkable number of individuals out of this area that have registered for them. Keith has said that we have the highest registration of any of the schools of the state. I'm not sure that's true, but we have promoted it pretty highly.

Q: Now, they last the whole semester, do they not? We've heard from other areas where they may sign up, but then again this notion that people are reluctant to spend the whole semester on these - what happens is they sign up, but then they all drop out, or many drop out, so you have very few finishing the course. I don't know if that happens here, but that's what has been happening elsewhere.

R: I think that the greatest problem with the courses is that they are pre-empted by just damn near everybody. A student schedules to watch it, they turn it on, and they see a basketball game or something else. Right now I understand the schedule is way behind because they pre-empted it so many times.

Q: That wouldn't be a problem with telecommunications, would it?

R: Hopefully, not.

Q: Another problem that was mentioned in other areas was the notion of having the person on the screen instead of physically there for questions, etc., the idea of communicating with the television screen. That presented some kinds of problems for some people to concentrate as well as to retain. You do have some television communication now, so you'd have some idea?

R: I don't know if I'm answering your question well enough, but one of the things - I've talked with Jane Demmmart extensively about it. That was an early, crude communications system that the ATS I satellite provided so many hours a day of communication they had, but part of it was for education, and the health part of it allowed physicians to communicate with bush communities and work with the health aides. I'm an audiologist by training and so the state was looking for someone for the education part of it that wouldn't be too insulting to the medical part, so the educators said that an audiologist would be a good guy to bring in, so they hired me. I used it and travelled all over the bush and used this means of communication. The

Ralph Ellinger:

thing that we learned (we spent a lot of money learning just a little, but we did learn some things) is that the quality of it has to be good and, if it isn't good, people aren't going to use it. If we put in more television and more telecommunication of a variety of natures, we better also have some bucks there to produce some good software or the Duke of Hazards will take over and we'll lose to the dukes. To try and make some hokey things like a lot of us can do in our back yards with our one television camera and poor lighting just isn't going to be something that you can sell.

Q: You were talking about production costs and one of the concerns, I know, is the fact that many colleges outside have developed TV courses, etc. There has been a lot of concern as to whether those are applicable in Alaska or whether we have to go the route of developing our own?

R: I personally think we have something of a phoney, romantic notion that we're so different things that are done elsewhere are not applicable to us. Personally, I think algebra is algebra whether it's here or there.

Q: I'm sure that most of you are familiar with the fact that Compton Jr. College, back in the 50's, was almost exclusively television-oriented. I'm sure they did a lot of research on that and there are a lot of reasons why they are no longer teaching TV-oriented.

R: What I think the mistake was back then - they had the talking head concept and that's all you saw. I think where television would fit in would be like this earth scene and skies series, where you can show something that you couldn't otherwise show. Use it in a way a good instructor would use audio-visual materials. There were a lot of famous failures in the 50's but what you had was a very dull, talking head, just sitting up there, one camera.

Q: I wonder if the point that Mim brought up is applicable to Valdez in other areas. I think for a lot of native communities they felt the program material had to be adapted not only for a different culture, in one sense, or whatever. Maybe it's not so much a problem here in Valdez, but perhaps in some of the villages you serve, it might be a problem. You know, where English 101 in Los Angeles might have to be adapted.

R: I suspect there might be some truth to what you're saying - not as much in our region, but in our native villages. You have some more remote villages up north where maybe the language structure would present a problem. Most of the natives in the region that we serve are fairly sophisticated individuals on various levels. There were some major problems with the television programs. For example, the very first program was pre-empted because of the presidential debate. Suddenly we had 10 or 15 students calling us, asking us what the problem was. We really didn't know. They were pre-empted for the Winter Follies. The only solution to this is for the University of Alaska to get their own television station and I think the possibility is there. I'm sorry that instructional TV got off to such a shaky start.

Ralph Ellinger:

I think it's a mistake to think there's just one answer to what we need. We probably need some stuff from outside, some stuff of our own, and then some stuff - for example; a highly motivated person who wants engineering probably doesn't need to have the kind of lavish production that you're talking about with some other things that would hold some other people's interest. There are several different kinds of things that we probably need.

Comment from Judy Somner:

I'd like to add to what we've said, along the same lines. We too have children that are in college and are graduating. I myself have taken two or three courses and really enjoyed them, and felt that it was a wonderful opportunity. We're in an area where we're kind of isolated.

Q: Your testimony brings up a point. Somebody told us earlier today that somebody said that we're here to see if this place should be abolished or not. We're not. That has nothing to do with it whatsoever.

R: Wo feel that for the children to be able to attend here for one year or maybe two would be within our means financially because there's two of them so near in age. They can then go on to Fairbanks or Anchorage for the last two years.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
December 15, 1980

Phil Burrow:

I'd like to hitch-hike on that a moment from the high school point of view. We like the program developing down here and would like to see it a little more solid. We can use this program to help some of our students who have come from out of state and lost credits. We have a student right now who has enrolled in the program. We also could use a program that we could feed some gifted kids into.

Q: What do you mean, lost credits out of state? At the high school level?

R: Yes.

Q: You mean you have actually lost credits transferring in high schools?

R: We have knowledge of students who have left Valdez and gone up to Montana, who have had a crunch - they've only had a morning program or an afternoon program. In particular, the young lady who is down here now was caught in that. Luckily enough on the equal opportunity program, our board allows some credit to the local community college, so she'll be able to graduate.

Q: One of the things that's been discussed throughout the state is the possibility of the community colleges being the 13th and 14th grades. How do you react?

R: I am the product of a junior college. I went to California. I think it's an excellent idea.

TELECONFERENCE with SITKA

December 17, 1980

Because of a lack of public response
the Sitka teleconference did not take place

KETCHIKAN COMMUNITY COLLEGE

Public Hearing

December 18, 1980

KETCHIKAN COMMUNITY COLLEGE
December 18, 1980

Gene Scheer:

First off, I would like to welcome the legislative committee to Ketchikan and I hope we will make your stay as pleasant as possible.

I am Gene Scheer, the campus president of Ketchikan Community College. The University of Alaska system exists for the benefit of all Alaskans, as well as others who choose to live and study here. It is dedicated to the improvement of human capabilities through expansion of educational opportunities regardless of age, sex, race, cultural background or economic status. Ketchikan Community College is one of eleven community colleges, ten of which are funded within a division of community college rural education extension of the University of Alaska. The mission of the CCREE division is to provide postsecondary education and continuing education services to the population of Alaska in locations as close to home as possible. Non-credit, certificate and degree programs are developed in response to community needs and preferences. Ketchikan Community College was established in August, 1954 under the Community College Enabling Act of the Territory of Alaska, 1953. In April, 1962 an amendment known as the Community College Act was adopted. This act made the community college an integral part of the University of Alaska's statewide system of higher education. We are now in our 27th year of service to the Ketchikan area. The college service area includes all of southeastern Alaska south of the 56th parallel. The major communities in this area are Ketchikan, Thorne Bay, Klawock, Hydaburg, Metlakatla and Craig. The college received full independent accreditation from the Northwest Association of Schools and Colleges in June of 1979. Ketchikan Community College maintains an open door to all persons who can benefit or profit from the college's instructional program. This includes educational opportunities in the academic transfer and pre-professional fields and disciplines through education training at the entry, re-training and upgrading levels to meet the changing job market, adult basic education and GED services and programs, general interest and self-improvement courses, and seminars to responsible community service programs designed to enrich the quality of living for the individual. A 15-member Policy Advisory Committee has been appointed to assist the campus president in planning and implementing the policies of the University of Alaska Board of Regents. This committee is composed of service area residents who have volunteered their services to help improve higher education opportunities within their community. The college possesses an excellent faculty and the ability to provide most transfer study needs of the large area; however, we are understaffed in our existing vocational programs. In addition, we perceive a need for several new programs to meet emerging demand. These include skill training to meet the needs of the marine maintenance facility and the developing mining activities of U. S. Borax. These include marine electrical electronics, marine diesel, auto/truck mechanics, welding (commonly known as material technology), carpentry, marine-industrial accounting and business administration with a full-time adult basic education instructor, on hard money. As you may have noticed when you drove up to the campus, our parking area is severely limited. We have experienced extreme difficulty during this past semester. On Friday nights

Gene Scheer:

there are approximately 245-250 people in this building. This fall we also provided class space for the University of Alaska, Juneau in their art and engineering program on Friday nights and Saturday, which further compounded the problem. The problem is there Monday through Friday. I have reviewed the various governing structures and found that none substantially improve the existing University of Alaska statewide system. The simplicity of the present structure in various divisions and campuses provides easy access and input to the decision-making process. The value of a University of Alaska transcript to students transferring to outside colleges should not be overlooked. Whether we agree with the process or not, the status of the university is measured by its contributions to knowledge and through the research performed by its faculty and staff. The University of Alaska is recognized throughout the world for its northern research programs and through its steadily gaining status through the Sea Grant college. Community colleges in the state of Alaska share in this status through our affiliation with the University of Alaska. The college has three buildings, the Paul Building, the Ziegler Building and the Robertson Building. We are approximately 4-1/2 miles from the Robertson Building. The Robertson Building houses our adult basic education programs and the major portion of our industrial vocational programs. The Paul Building was occupied in January 1973. The Ziegler Building in April 1969 and the Robertson Building in July 1976. We possess a total of 18 classroom labs, 19 offices, one library and one bookstore. We have eight full-time teachers, one full-time librarian and one full-time counselor who is split between counseling and teaching psychology. The classified staff numbers eight. Three of these are custodians, two are secretaries, one is a librarian assistant, one is a secretarial science lab assistant and one is an accounting technician. Professional staff is three, one of which is vacant, that of the fiscal officer position. We are advertising and screening for it. We have a director of instructional services on a ten-month contract and, of course, the campus president. Our total faculty and staff consists of 21 full-time people. During the fall semester of 1980 we employed 49 part-time credit teachers and 19 part-time noncredit teachers. The college experienced a minus .1% growth rate in FY'80. We anticipate we will go into a plus growth rate in FY'81. Our student enrollments in the academic classes are about evenly divided between the day and the night classes. In the vocational area we are heavy at night, approximately 100 more students. The college experienced a growth in full-time student enrollments during the fall semester, most of it attributed to the satellite nursing program, the APN and the LPN. We are running the fall semester with 17 full-time diesel students, 10 are first-year. In secretarial science we have 12 full-time students. In liberal arts there are eight full-time students and the nursing program has 19. Student head count at the present time is 1,050 unduplicated for the fall semester.

Q: You said you need some professional programs. Will you give us some of them again?

R: Marine elecrical electronics. In this case the college is blessed with a faculty member that is recognized statewide and in the pacific northwest for his expertise in marine electrical systems. We are calling it marine, but would have practical application in the interior. We have a very effective and outstanding instructor, but he is only one, so when we start getting into

Gene Scheer:

some of the marine applications which include the transfer drive system, we do not have any right now, and electrical power generation. Our electrical instructor handles that effectively, but we do need to expand our diesel program so we can bring our diesel mechanics in line to encompass all aspects of marine application of diesel. If we add marine diesel and auto truck mechanic capability to our marine electronics, we would have a total project. Doing this and using media, we can develop the most effective mechanics program in the pacific northwest. The only marine diesel training available is in Portland Community College at Portland, Oregon. The last I heard, they have a six-month waiting period just to get into that program. There is an obvious need. When we get into the marine maintenance, there will be a need for an increasing number of welders. Ketchikan employs a large number of welders. We offer, through a part-time faculty, almost a full-time welding program right now. By using part-time faculty, we are spread to shops in the north end of town, to our Robertson Building and periodically back into the high school shops. Carpentry, we refer to it as marine carpentry, is our primary interest. It is one of those skills, no matter what we call it, that is still going to cross into many areas outside the marine area. There are certain characteristics associated with shipboard carpentry. Marine industrial is already assured in the next fiscal year. Accounting and business administration are offered with a part-time faculty. The problem is the availability of these people. On a part-time basis there is no one to tie together these courses.

Q: Will you comment on the role of advisory councils?

R: Ketchikan Community College probably has the most viable and active Policy Advisory Committee in the system. The exception might be Kenai. Attendance at meetings is usually 80-90 percent. Unusually high for a volunteer group. My experience with our PAC is that they can handle responsibilty easily. In a recent meeting they agreed with Option No. 2, which was establishing through legislative action that the PAC have veto power over the budgeting, participation fully into implementing university policies, rather than just advisory. I personally believe that it would be a step forward to put in considerably more local autonomy as far as the local councils are concerned, more direct input. The manner of selection might be a problem. I have mixed feeling on electing versus appointing people. In discussion with the PAC members about going under a system that gives them this kind of authority, I cautioned them that they open themselves to the sue-and-be-sued concept that is associated with such a board. I feel that would not bother very many of them.

Q: How do you feel about the tuition in community colleges?

R: I am opposed to eliminating tuition and my logic is based on a horse race. Horses running in a circle, put two dollars on the nose and the complexion changes. I do think that tuition is too high for the community college student. Ours is considerably higher than the pacific northwest norm, although our university tuition is low. I advocate reduction to no more than it was before the last change. I like the total to be a round hundred, enough to give an incentive.

Gene Scheer:

Q: A hundred for what?

R: Consolidated, three or more courses.

Q: If the PAC signs off on a budget after it was submitted to them and now they submit that budget to the chancellor, does the chancellor then have veto power on that budget?

R: What happens is, if he disagrees, that disagreement would originate from a budget committee made up of five campus presidents, changing each year. If that committee comes up with a question, each individual campus concerned is provided the opportunity to discuss and defend their position. If they so desire, they can bring the chairman of the PAC with them. It has not happened that I know of. Usually the president goes in and defends that approach. If he is not able to convince the committee that this should be changed, then the committee's recommendation to the chancellor is what he accepts.

Q: To get approval of programs, you go to the chancellor again after the PAC approves?

R: What happens under the new programs and degrees concept is that, for example; in the electrical, the faculty member on this campus would write up the proposal after doing his background work and submit it through our instructional council on the campus for approval. Once that approval is received, then we go to the PAC. If they put their stamp of approval on it, the president would present that to the President Council, composed of campus presidents from all the community colleges. It would go forward to this council approximately two months before it was going to be received on a statewide basis. If the campus presidents then approve the proposal, it would go forward to the Board of Regents for final approval.

Q: So it is three steps: appointing the president, the budget sign-off and program review?

R: General implementing of Board of Regent policies.

Q: We have heard that the president serves two masters - the PAC and the chancellor. Can you comment on that?

R: I would see the role of campus president since he does work for the chancellor. I believe the chancellor would maintain the right of hiring or firing without consultation with the PAC. Probably more like the president of the university's relationship between the Board of Regents and the legislature.

Q: As I understand it, the reason for this was to increase the autonomy of the community. I don't know how that happens if the chancellor has veto power over everything this PAC does.

R: At the present time the PAC can tell me - we do not want to do that and I can still go forward and do it. Under the other approach, if they said they did not want to do this, I would have the option to take it forward, but

Gene Scheer:

I would be doing it at a risk, because I would be serving at the will of this board rather than at the will of the chancellor. I think it would be like any other management decision. You would weight the pros and cons and go the way you see it should go, then hope you had hit the right combination.

Q: Under Option Two you said the chancellor still has the right to fire you, so would he still have the right to keep you on? If the PAC is the last word on that, then the chancellor still has another last word?

R: The original proposal was going to have PAC determine whether or not they could be terminated. As far as the selection process was concerned, that was cut and dried. There are certain relationships that the campus president can develop with the PAC. This could possibly cloud a PAC decision on whether or not to retain a particular campus president. This might be counter to what the chancellor is thinking if he is encountering some insubordination. I believe the chancellor needs that authority.

Q: It seems to confuse the issue because if you didn't agree with what the PAC felt about a program you could go to the chancellor and tell him, not what the PAC wanted, but what you wanted so your job wouldn't be on the line?

R: Anything the PAC wants, we have documented. The thing I would need to do would be go to the chancellor and the other campus presidents, to each member of the board and the university president. The whole thing here is the possible circumventing of the authority of the Board of Regents. A fine line, giving to the local PAC members certain levels of authority. It is not inconceivable that an individual campus president could offend the Board of Regents. They would not come through with a public announcement that this individual is terminated. They would work it through the chancellor so it would be done quietly. We all serve at the executive level. That means 90 day notification of departure. This is different from the management level of 18 months, or faculty where it is 'just cause'.

Q: Will you get us a copy of Option Number 2?

R: I can get a copy for you from downstairs.

Q: I am wondering how your Policy Advisory Committee is selected?

R: The chancellor has a policy and, in Ketchikan, we follow that to the letter. We submit two names with at least a half-page of leading information on their background for each vacant position on our PAC. The chancellor, from that, selects one of those people to fill that vacancy. The chancellor is actually the appointing authority of PAC members.

Q: Is there a time limit?

R: Yes, three years. If a vacancy is filled, it is for the remainder of that term, which in many cases is for a year.

Q: Are the ones already on the advisory committee the ones who suggest new members?

Gene Scheer:

R: It is to a point. They try to find at least one person and our group voted to prioritize within this. That was a recommendation, not a directive, to the chancellor. When we were looking for eight new members, they gave us eight names. I went out with an advertising campaign addressing various service groups, so that we could come through with two people for each position. In this case the chancellor did select. They were not in the order which the PAC had proposed, but they were happy with it.

Q: Another variation we found was that the members represent different groups such as the Chamber of Commerce and school boards. How is yours made up?

R: Ours has decided that there should be certain groups that should be represented. In forestry we have the manager from the LPK. From the coast guard we have the commander of the area. One school board member is designated, but we have three. After discussion with PAC about those individuals we decided that it would not make that much difference. With the librarian, we have four people from the public education system.

Q: Has there been any interest in the 13-14 year concept here?

R: None. I would think it would be a negative interest. The local school district and the superintendent are satisfied with the status quo. One thing here that we have to keep in mind is that there is more than one school district here. Metlakatla has its own; also Craig and Klawock. The Southeast Island School District is also in here. With the exception of Ketchikan, we have no representatives of school boards from these outlying areas. We have one from Craig who was on their school board at one time. We have a paid representative who is the superintendent at Klawock, also a paid representative on Annette Island who is a paid member of the local Indian Council. She has an 'in' with the school district. They are not representative, specifically, of a board.

Q: As I understand it, under the law, the school district has a pretty strong voice in the selection. How does this operate in Ketchikan?

R: The superintendent has veto power. He can reject according to the agreement that the university has with the local school district. There is another small problem with the colleges that serve more than one school district. When this community college was established, it was strictly Ketchikan area. That should be looked at in any legislation dealing with the community college. The original concept was good when there was no population to speak of in the local areas.

Q: One of the reasons you supported the present governing procedure is that it is a streamlined procedure to get a new program. How do you go about that, assuming that the background work has been done? How do you get approval?

R: If we are going to the general fund process to fund it, starting right now, it would be 18 months. The reason I say that is that by the time we got approval, we would be developing budgets for FY'83, starting about a month from now. If we are writing it in the form of a grant, we would have to hold until we received basic approval of the grant request. At that point, it would take us approximately (depending upon the Board of Regents) four months. The four stages of the development approval process are not necessarily for approval. I have never heard anyone at the presidents' council meeting question the intent behind any particular proposal. The question has always been, what is the data that you have to back up the need for that program? To review the program itself, to make sure that it is academically sound. Does it, in fact, fit the criteria of the university if it is going to be a degree program? Are we trying to generate some new class or course number when there is one in the university system that handles that? Your reaction would probably be that it should have already been accomplished at the local unit. When you are getting into a whole new associate degree program it's very easy to overlook something. If you are surrounded by trees, it is hard to see the forest. Whereas, when you have someone else looking at it with a cold, hard eye, not emotionally involved with it whatsoever, they can start looking through and say, did you back up your data? Are you asking for something that you don't need? Can we do it in some other degree program? Does another college have a structure similar to that so that all you have to do is wed it into it? A good example is what Kenai has going right now with the forest service, an associate degree, working with the Seward Skill Center. This thing went through its initial mailing a month ago. The next presidents' council meeting will be in February, so with the lead-time that we have had on this we have been able to review through it and they have done an excellent job, by the way. I imagine that in the February meeting this will slide right on through with total approval. Then it would be just waiting for the next Board of Regents' meeting so it can be proposed for final approval. In this particular case it would take about five months.

Q: You have two processes going on simultaneously. If you want a new faculty member, you have to go through the budget process. You are talking about 18 months?

R: That's minimum, because you may not get it through the board.

Q: The reason I am raising the question is, can they act with some degree of immediacy when there are changing situations? You are talking about 18 months and maybe four months after that. If you find the need today you are talking about, it is two years before you get it?

R: That would be true no matter how we did it, unless we had an open purse to some contingency fund or an 'in' to the legislature where they could give us a direct appropriation. That is because the budget process starts so far ahead of when we can get into it. To get a faculty member is very difficult, not so much from the university's point of view, but trying to get it through the legislature. The governor has review and decides whether we need them or not. The only way I see to get away from the minimum of 18 months would be a contingency fund available. Any immediate action is through the state Department of Education. I like what you are saying. If we did have a 'blocked' fund that we could write into, as writing-in for grants, then we could bypass a tremendous amount of the development process. Coming back to the 18 months, is it really all that bad to have to wait that long? There would be the trauma of hiring a full-time faculty member, bring them from

Gene Scheer:

Florida or Arizona, then have the program die in a year. That response to an immediate need could do the instructor and the students a disservice. I don't like to react to problems. I like to predict what is going to happen. If we, in fact, do our groundwork properly on the development of new programs, we will not end up having one die.

KETCHIKAN COMMUNITY COLLEGE
December 18, 1980

Don Cumming:

I am Don Cumming, an instructor here at the community college. I also have some communication electronics business here in town that I have attempted to keep separated as far as student input is concerned. I have an interest in the community college and have been a long time resident here. I think that if the community college act had been followed a little closer, there would have been more input from the local communities in some of the program developments. We saw quite a separation take place for a while. I think we need programs that include core classes in English, math, some of the liberal arts and sciences. These should be established for the first two years in all community colleges. The details of these classes should be standardized for direct transferability from one campus to another, for our mobile citizens in our population. We have a problem in some areas of course acceptance from a community college to a senior college in the same city. With a standardized core, they would be able to work with more of the specialized areas that the community would need. There are diversities from one community to another. A greater amount of local input is needed in the selection of local campus directors, with a greater concern on working world experience into industry management than on academic degrees. More classrooms and lab space are needed in Ketchikan. We have been five years without any advancement in building. We had a bonus issue passed for a new building on this campus. That building did not get built. Another building was bought and renovated at another location in town, which split this campus up considerably. It is difficult for students going from one area to another. More full-time faculty and funding is needed in this community college in order to present the core classes in its service area. From this it is evident that an imbalance of funding exists between the university's senior campuses, particularly in southeast Alaska, and the community college. At present the Juneau senior campus has ten unfilled faculty positions. In attempting to justify its present position, it is sending faculty into the local community college service areas to put on classes that are available from the local community college, but the community college is not able to send faculty into these areas, due to lack of funding.

An estimate of Juneau's student cost is $15,000 per student per year. Seems high compared to what this local campus operates on. In the early 70's we developed a program in industrial technology, basically in marine and industrial areas. There is a need for skilled tradesmen in this area. It was through them that we would have a marine maintenance facility here. In the outlying areas of the camps and communities there is a lack of skilled maintenance people to even maintain the survival equipment, the generator systems, appliances and other equipment. We wrote up and presented the proposal. It was then taken to Juneau and I was told that Ketchikan would not get it, that Juneau would put it on. It is this type of thing that is discouraging and can be a real letdown for a community. There were people who had input from industry to the basic core of the program. So, I feel there needs to be some protection for a local community in the development of its own programs. Since we have no housing for students coming in, we could not turn out a skill center. There is nothing budgeted, that I know of, that would let us bring in students. We have some students come in for the diesel program. They have a heck of a time finding housing, particularly if they are married. This brings in the point that a great number of our students in community colleges are working people. Many full-time students have gone outside to school, bombed out and come back to live in the local community where it is economically cheaper for them to live. We are not in a position to draw outside people to our programs. We base them mainly for our local people. If we have good core we will keep local people. If we are lacking the personnel and the programs, then we are going to consistently see our local people graduate from high school and go outside someplace to go to college. The 'bombing out' is caused by the students not being able to take the academic shuffle that takes place on a bigger campus and wind up coming back disillusioned with college. In the development of our programs we have to be concerned that the students are not necessarily two-year students, but the ones on campus at intervals over many years as they progress in their educational steps.

Q: The problem here is not with classes being overfilled, but with the need for a variety of classes. Is that true?

R: That is true. When I spoke of the student not being able to go outside, there is no provision for a student who is interested in a science or engineering field to be able to advance even to the second year level in this community college. To take math, one either has to take it by correspondence or take it on a self-study program. This is fine as long as we have the faculty core to supervise that type of program. I am concerned about the two or three people who would want to go into the sciences or engineering fields, highly profitable and beneficial for employment here. We could never raise eight students to take a trig or calculus class. If one student in this area showed interest and initiative to try for one of those classes and could not afford to go outside, I do not see denying that student the opportunity to work on this campus.

Q: There are more things becoming available through telecommunication. Is that going to help Ketchikan at all?

R: Telecommunications has some advantages but some very strong disadvantages. Ketchikan is on a closed-circuit TV system. It has one satellite TV that has been taken over by the local FM state-sponsored public broadcast station. Operation is very limited. The condition is that time must be bought to take any classes. If, through the university, we were able to put on a live TV program through satellite and effectively cover this area, then I could see advantages.

Q: In some areas it was pointed out that the semester system is in some ways not a workable system, getting people to commit themselves to that period of time. Is that a problem here in Ketchikan?

R: Yes, it is even a problem to get a working person to commit themselves to one semester. We have looked at the possibility of breaking the classes down into increments. The fishing industry people do not come on the campus in a regimented time simply because fishing is not finished. Logging starts

Don Cumming :

in the spring as soon as the snow is back down to knee-high; therefore, the people who might have taken some classes are heading for the bush again.

Q: We have heard statewide the need for variability and flexibility. Do your classes meet once or twice a week?

R: Our technical and science programs should be broken down into shorter instructional times. I am presently teaching classes four hours twice a week, tough on both the student and the instructor. Dr. Sheer is interested in my housewiring class that I hold on Saturdays. We used to put it together in short blocks, and so would run a sequence of classes for four weeks, two or three weeks, every night a week for a short block, then have a break period. People followed that. They would never sign up for a whole program, but the short blasts they would follow. The wiring class will be on Saturdays from 8:00 'til 2:00 and it will run ten weeks. It is a three-credit class. I think we will have a lot more input than if we tried to run it one or two nights a week for three hours a night. This will help working people who cannot take classes during the day. This is where the faculty must have the flexibility to be able to move out and do these things. We can go into the outlying communities and do these things on week-ends.

Q: Programs in outlying communities, are they centered in Ketchikan?

R: Yes, but we have discussed going to Craig.

Q: Right now there are none of these programs going on in outlying areas?

R: Right.

Q: You say you do not think you have any local input in the selection of your campus president? Will you elaborate on that?

R: I have to refer back to the Ferguson era. There was a search put on for campus president. We were told it would be refined down to three or five. Two people came to the campus to be interviewed. The second was selected by Dr. Ferguson. Except for a little review there was no chance for any one locally. There were about seven applications, but there was no advertisement locally. It was screened down to that select few for the local committee to select three. Then only two were brought here for interviews.

Q: Was there local input into writing up qualifications?

R: At that time, very little. Ketchikan went through a trauma about four years ago when Dr. Simpson was fired. At that time Ketchikan had five full-time faculty, had the same student enrollment and more FTE technical unit programs, but Juneau with more budget had 25 full-time faculty with cost overruns. That upset this campus. I was teaching technical classes hired by the school district at that time.

Q: Were people upset that they were not consulted about it?

Don Cumming:

R: There was quite a furor that took place, yes. There were no steps understood or made available. After the processes of the 60's have finally reached Alaska, there is more awareness of the steps that are possible today, to have recovered from that shock.

Q: Were you unhappy about the firing of Dr. Simpson and the hiring of Dr. Enos? Was that because there was no local input? Is there a concensus in the college community that there were problems with the administration of Dr. Enos? Why were people unhappy that they were not included in the process?

R: There was a lack of communication completely. People capable of fluency in their speech swayed many people; yet, if you look at the P and L statement it doesn't show what they were saying. Most people accept at face value what it presented, without facts to back that up at a given time. It was difficult to dig up the facts.

Q: So you are saying the people were unhappy because of the lack of communication?

R: Yes.

Q: Have things improved?

R: There have been strained relations, but we hope that communication channels can be opened. We do not know what is being dealt to us from up north, from an absentee management. This is the same thing that causes many corporate problems when a business expands itself over a large area, and decisions made about local policy that the local people have no awareness of. There is distrust from the past experiences.

Q: Are you saying that you distrust the chancellor, the decisions that are made by that office? Is there a problem here on campus or is the problem with the regents?

R: Probably some all along the line. I don't think there would have been unions on the campuses if there had been open, decent administration.

Q: I think this is a problem I don't have a handle on. Can you say specifically, other than the lack of communication, what the problem is?

R: People have to work together. What one does in his personal life outside of the working world is his own business. Once on a board or a job, it is necessary to acquire maximum output so that people are able to work together and that decisions that are brought forth, discussed and presented in such a manner that everyone feels satisfied with the decision. Not that everyone is satisfied, but there is a logical, reasonable answer for the decisions. I have seen this so many times in the working world where people get to the point where they say, "Don't say anything, the boat is going to run aground, he told you to keep your mouth shut and so the skipper has gone back for coffee

Don Cumming:

the vessel has gone off course, so get your life jacket ready to jump into the boats." The people have been concerned about unionization on community college campuses. There have been pressures against union faculty members. I guess this can go to some of the court decisions that have been based, not on facts, but on actions taken, whereby we have seen an influx of an attempt to put on more part-time faculty. They can hire part-time faculty for less money than they can hire full-time. Again, if we lose our part-time faculty, our academic standards. From the community point we are concerned more with stable cooperation on this campus, the ability to take our students and say,"O.K., this class will be presented at this time and next year you will be able to step into the following sequence." With only part-time faculty this is not a capability, because you do not know next year or next semester if you are going to be able to hire a person to fill that hole. There have been pressures, intimidations and threats over several years that have gotten smoothed out and the faculty has become stable again. There has been no direction.

Q: That has been through several administrations? You are talking about threats. What do you mean?

R: Cancellation of classes.

Q: Your class would be cancelled if you didn't do what?

R: If you don't get eight people in a class, we can cancel, that has been standardized. That has not necessarily been true as we have held classes with four - six people this semester. Stacking classes or setting up in such a manner that a student cannot step from one to another causes students to not want to sign up or go to classes. We have conflict in class structure.

Q: Do you mean in basic requirements?

R: No, in scheduling.

Q: That two are offered at the same time?

R: In a time period that the student cannot go from one class to the other.

Q: O.K., a student who needs to take two courses the same semester. They are both offered at the same time or they conflict or overlap?

R: They overlap and this creates a considerable problem. We hope this is going to be resolved next semester.

Q: I would like to pursue your threat. I feel that is a strong thing to say and I would like to know more. You said your class would be cancelled?

R: No, I haven't personally. There have been other faculty members who have.

Q: If they didn't do some particular thing?

Don Cumming:

R: Yes, if something didn't fit. I don't have facts at hand, but I could come up with some. Again, we hope this has been resolved for the next semester.

Q: Because you are so unhappy with the present state of affairs, are you interested in some other kind of governing structure for the college system?

R: If the university would allow the community colleges to perform under the present community college act, I believe we would have a manageable system.

Q: Do you think most people in this community share this unhappiness?

R: There are many that are unaware of it and there are many who do share it and have been concerned about the classes promised but never materialized. This has created an atmosphere that makes people feel,"What the heck, we'll just forget about it." We have a private technical school being started here, Shenk Technical Institute. Evidently they have gone to the Department of Education and other sources trying to get funding.

KETCHIKAN COMMUNITY COLLEGE
December 18, 1980

Bob Warner:

I am Bob Warner. I am the librarian here at Ketchikan Community College. I would like to make it clear, however, that I am testifying today as a concerned citizen. I appreciate the opportunity to have the chance to express my views here. I think it is unfortunate that we don't have more people in attendance. This may have something to do with the way the publicity of this hearing was handled. I checked and the information is not on the main bulletin board in the public library downtown, and I am sorry that the word has not gotten out the way it should have. The issue that comes to mind when wanting to discuss the community college is the issue of separation, whether the community colleges should be separated from the University of Alaska. This has been on my mind for several years. I have been one of the people who 'walked the tight rope' and 'straddled the fence', and not until recently have I made up my mind. I was hoping I would see some change within the university structure that would demonstrate a positive attitude toward the community college, the community college student and faculty, as well as toward the communities served exclusively by community colleges. I have not seen this change and I really believe that the time has come for separating them into a separate statewide system. I think it is time to develop the community colleges here in Alaska into first class institutions of higher education. Too long we have had a second class status under the present system. There are several reasons that I, as a concerned citizen, support separation at this time. The first is what I call a fair-share concept of available funding. We all know that the amount of funds available to higher education in this state is limited and the 'pie' can only go so far. I am wondering under this system whether or not the community colleges, as units of the University of Alaska, have had their fair share of available funding. Let me demonstrate this by some examples that I have observed in the eight years that I have been librarian here. In 1972 the university library in Juneau and the Ketchikan community library were relatively the same size. They were staffed equally with one librarian and one library assistant. As we look at 1980 we find that conditions have changed considerably. The University of Alaska, Juneau now employs three professional librarians and at least six library assistants. Ketchikan has remained the same, with one librarian and one assistant. Another area which I question, as far as the fair-share concept goes, concerns what all librarians have in mind; the book budget. During the process of preparing the university budget for the current fiscal year, we were told by the statewide services that it was going to be a positive budget year. As I recall, some of the announcements indicated a 19% increase in the available funds for the University of Alaska. When we get down to the grassroots level, however, I notice that in current fiscal year 1981, we are experiencing a $4,000 cut in our library book budget and a $200 decrease in our periodicals budget. Needless to say, the price of goods has not decreased by the percentages I mentioned. I am also concerned about the differences in the work-year for the community college librarians versus the university librarians. It is pretty standard for the work-year for university librarians, and I also understand the state librarians, to work twelve months. The community college librarians have had a long struggle to secure ten months. As a result, we experience a

Bob Warner:

two month off-time in the summer when our professional work backlogs and when we return in the fall we are expected to accomplish the backlog that generates during the summer months. Again, on the issue of the fair share of available funding, I have been concerned about the process of developing university bond issues. We had testimony earlier today concerning the growth of the Juneau campus versus the Ketchikan campus. I think it is interesting that the bond issue recently submitted and passed by the voters had nothing in there for Ketchikan Community College. I notice here at least a $3,500,000 item for the university center, phase one, in the city of Juneau. My second reason for supporting separation at this time is that I believe it can eliminate excessive layers of administrative bureaucracy. Quite a bit has been said concerning the different layers one has to go through in approving a new program for the community college. I encounter these layers in submitting basic library operations budget requests. Back in 1972 I could prepare a basic library budget request and, after some professional discussion with the campus president, I could feel confident that the request would receive a fair evaluation through the legislative process. Today my budget request enters several layers of bureaucracy and I have felt that the actual budget submitted to the legislature for review has little actual resemblance to the original request. This is a feeling that I have had that has developed over the last two or three years. A third reason that I support separation at this time is that I think a separate community college system has the potential for responding more directly to community needs. I don't want to go into a lot of personal views on this matter except to cite one example that I feel is relevant to this community. That is a decision that was made last spring to replace our permanent campus president with an interim administration for a period of a year. This decision was introduced to our community by the chancellor more as an informational activity rather than an activity to gain input views from the community. As a result, we here at Ketchikan Community College have faced an interim year without any active involvement from the community or contact with PAC members as to whether or not an interim year would be acceptable to the community college. Finally, my fourth reason for favoring separation is I feel that under a single statewide community college system, we can make efforts to replace the part-time approach to education with a full-time approach. When I describe the part-time approach to education, I am directly concerned with the lack of commitment that exists toward establishing full-time faculty in the community colleges. In 1972 we had eight full-time faculty members and three part-time. In 1980 we have nine full-time faculty positions and forty-nine part-time positions. This is in relation to the credits program. I am not addressing the community service program. The administrative level in 1972 consisted of one full-time administrator and in 1980 we have three. It is my understanding that the budget request for fiscal year 1982 includes a request for two full-time administrative positions, and I am not aware of any requests for new full-time faculty positions in that budget process. I appreciate the opportunity to express my views as a citizen and as I said, for a long time I did not come out in support of separation. I felt there was a chance that we could have a single system of higher education in the state of Alaska, but events in the last year or two have changed my thinking. I feel that we need to take a serious look at developing a separate statewide community college system that can be more responsive to the needs of the people. Thank you very much.

Bob Warner:

Q: Have you given any thought to how the PAC's function would change under a separate community college system?

R: My view as a citizen, and I have been a regular attendee at the PAC meetings, is that I think their role should be strengthened to cover some of the issues discussed earlier. My concern about the council, as it exists now, is the appointment process of members. It has not been a clear process from year to year and people have thought that it is a self-perpetuating group process. Another concern with PAC is the time it takes for individual members of PAC to become informed of the intricate details of the operations of an institution such as Ketchikan Community College. I think this is a tremendous challenge for the members and in the selection process, the people should be informed about the task that they have, and they need to stay informed on issues.

Q: You say you think that separation would eliminate excessive layers of bureaucracy, especially regarding the budget process? Have you thought about what the structure of a separate system would look like?

R: I envision a structure where the basic planning process would come from the local level. There would be a statewide services area, to handle such things as transcripts, that could be computerized to take advantage of the statewide computer network. There needs to be a statewide administrative function that controls relationships with accrediting associations, etc. Local councils may have clear community needs that they need from the college, but in order to provide a comprehensive community college, you have to have standard quality education. There is need for leadership on a statewide basis in that area. The grassroots process of the budget preparation process and the program development, I think, have their roots within the community. There should be no need for heavy administrative staff in the program planning areas.

Q: You see some kind of advisory committee who would have input into the budget and would report to another statewide board?

R: There is a need for a statewide governing board that has jurisdiction over budgets and can tie the whole thing together. I do not favor the attachment of local community colleges to local school districts. I think that is a step backward. Instead of being the second class institution in relation to the university, we would be attached to the high school. I do not favor that.

Q: You said you thought there would be less bureaucracy. I would like to find out why you think so. Do you mean a streamlined network that would be responsible for the budget? Exactly what do you see as the administrative unit that would have control?

R: I see, in this separate system, the grassroots planning activity being the important function at the local level, but at the statewide level, the handling of issues as coordinating the budget between units within the state and also, concerns about standards for accreditation. I do see, under the separate system, the possibility of eliminating two layers of bureaucracy. We seem to have four layers; we go to the local level, the chancellor's level, the university president's office, then to the Board of Regents. Hopefully, I see elimination of at least two of these.

Bob Warner:

Q: Under your plan, would there be a president for each individual college?

R: Yes, he would have responsibility over the budget but with statewide coordination of budgets. I would not think that we would want ten or eleven institutions going off in that many programs offering too many duplications.

Q: You were saying the separate system would respond more directly to community needs and that the current system does not. Then you brought up the presidency being appointed without any input from the community. I got the impression from a letter I read on the union bulletin board from Chancellor O'Rourke, that the community had been consulted about whether they wanted an interim president. The community had asked that the interim president not be put in a 'holding pattern', but that he be able to act. That the community had, in fact, been consulted and asked that those things be done. Do you have comment on that?

R: That is the chancellor's version of the meetings that took place. There were two meetings; a faculty meeting and, because of the quickness of this decision, the special policy advisory meeting. I think it was a noon meeting that was called and it appeared to me that the meetings were more announcement than attempts to solicit community input. He was making the announcement that Dr. Enos was being transferred to Fairbanks, and that he had two or three people in mind for interim administrator down here. He then proceeded to rule out two of these three people. I am not questioning the personalities involved here. I am questioning the procedure involved and the fact that the one member of the PAC, as I recalled at the meeting, did say that he had someone he felt was a good person, that could take over this campus for a year. That was not too well received by the chancellor. That meeting was an informational meeting and not a meeting that took place to solicit input.

Q: I am still not clear on what the relationship is between the policy advisory committees and the state coordinating board in what you would like to see. How would a state board be different from the present Board of Regents?

R: I think a state coordinating board would have one focus that would be the center of their attention, the community colleges. Last week we had a Board of Regents meeting here. I had a chance to observe that meeting. I found it very informative from the standpoint of my being able to see the board as a group. I feel their input was principally coming from the four chancellors from the three university centers with their direct input to the board. There was only one chancellor for the community colleges with the responsibility for ten campuses. I saw the inequality in the information that was being relayed to the board for their discussion, advice and decision making. I enjoyed the opportunity, later that evening, to meet a member of the Board of Regents and chat in detail with him. It gave me the chance to understand the complexities of the information they have to deal with as it is channeled to them by the university administration. They concentrated to some degree on questions regarding the budgeting process. The comment was made about what a complex system it is now and the difficulties of understanding it completely. With a separate statewide board I think the lay people from the different communities would have a chance to zero in on the community colleges as separate institutions.

Bob Warner:

Q: What role would the policy advisory committees play in putting their stamp of approval on budgets? What recourse do they have once the budget determination has been made? Under a statewide system what would you envision for policy boards? Would you give them that recourse?

R: I think there should be some channel of recourse; however, as I tried to express on the fair-share funding concept, there is only so much money that we can expect, that the taxpayers can allocate to higher education and there is a need for a statewide system to guard against a local pressure group going on a localized tangent. I see the need for a coordinating system rather than decision-making.

KETCHIKAN COMMUNITY COLLEGE
December 18, 1980

Gene Scheer:

Earlier, I was asked to substantiate or give a point -- I do not wish to rehash the situation we have been through on this campus. I do have copies of two letters, one was the faculty's copy to Dr. O'Rourke and the other was from Dr. O'Rourke. I would like to submit them for your review. On the point of threats, this was resolved. I will point out that there was one of non-retention given to a faculty member, Pricilla Shulty. That issue was resolved. It is this type of thing that leads to the faculty being uneasy and inspires a lack of confidence. That is not knowing if more effort should be put into working a program. In relation to full and part-time faculty, we have the constant pressure for more part-time faculty to relieve the full-time faculty, as such. There has been a shift to partial administrative positions. Presently, there are two administrative positions being funded in the budget for this next year for this campus. I believe this was administratively placed, not so much from the local president's position as from a pressure position of the accreditation committee. From the value of these two positions which is about $50,000 apiece, you could hire three full-time faculty or more, giving each one of these one or two assignments in the area of administration and get more 'mileage' from the faculty as far as students are concerned. We feel some pressure because pretty soon you will be dealing with hierarchy you cannot pin any decision on. It will be buried in the administrative shuffle to the point where one gets tired of running around the wheel looking for the axle. We have a class being offered in the psychology of adjustment with a three-hour block on a Monday night. Any student signing into this would not have access on Monday night to some other split class, or shorter period class. This adding of classes takes away from the full-time instructors' classes and spreads the small student body over a greater area to the point where we wind up with classes not making it. We need a solid core being taught within the peripheral subjects in such a manner that they would not be tracked from the core program. Mentioning the funding capabilities of the Juneau campus, there was a position advertised for a coordinator for coordinating the senior college with the community college. That is needed.

We have students who would like to stay home and take a four-year program, but we find that the coordinator hired by Juneau lives in Hydaburg. It is inaccessible a great deal of the time which makes me wonder how much input this person will have, and how much contact, except by phone, to coordinate. The statewide computer network was promised to Ketchikan in January, but is now postponed until later. There has been a greater effort toward consolidation of computer networks into some of the major focal areas rather than trying to reach some of the small campuses. Ketchikan is not the only one suffering from this. It would be nice to have that computer hookup and we are looking forward to the day it will come. I hope we will have an inter-tie with campuses with television. Then we can utilize top qualified personnel on all campuses for specialized presentations, which would enhance the students' growth.

Q: Do you have an instructional council?

Gene Scheer:

R: I guess we are supposed to have. It is not solidified, but we did have an instructional council as such.

Q: The reason I am asking is, were any of these academic problems as described taken to that instructional council?

R: The instructional council has not yet been functional this semester. There was some problem in organization. We will have that ironed out by next semester. We did have an instructional council established. I have not seen a copy of the grievance, but I was grieved about the way the council was established. One was that according to the contract, it is to be elected from our small number of faculty. The election process, somehow, was lost in our breakdown of communications. I decided if that is what it took to resolve a grievance, then I would abolish the council. I don't have the council according to the contract. I want the council desperately, but if the faculty does not want it, then until we get it straightened out, that is how we will have to work it. Once I get the resolution information back from the contract manager we will get back together and re-establish what we had going. The council will be responding to a number of these things when we go back through. The implied threats to the one faculty member relative to non-retention was a result of a conversation with the union president, the campus representative, myself and the individual based on a cancellation of a class for small enrollments. The intent was to re-assign this person to other work comparable to the three-credit hour class. Discussion was that they did not feel I could do this. If, in fact, we cannot come up with a comparable assignment of work, then there is no position, which is basically the contract. They were questioning my ability to cancel the class. The two new administrative positions were referenced in the budgeting process and prioritization of positions was taken care of by my predecessor. His procedure was that faculty, administration and the PAC members had equal votes to determine the priority on how they were going to leave campus. We began picking up faculty positions, but during the beginning budget process there was a cut-off of a number of dollars. We ended up with two, going forward under the university's proposal. Only one of those is remotely high enough to be funded and that was the student services director. In reference to the Monday night class, one of the problems of any community college is dealing with part-time faculty and availability of faculty. The instructor is available one night per week teaching one three-hour class. The conflicts referred to here would be minimal. The only way we can offer any kind of class without a conflict would be to offer only one class. We have about five on Monday nights. The biology class is a four-hour block class. This class sits in, filling a need for a particular group of students. The Substance Abuse Counseling is a statewide project funded out of Anchorage. We have a grant and the people that enroll in the Substance Abuse Counseling, by the very nature of the grant, are required to be predominantly from the Alcohol and Addiction Treatment Center and the Youth Services Center in Ketchikan. This semester that class is totally taught by para-professionals and none of them are enrolling in any other classes. The coordinator referred to is half-time. By the nature of half-time duties, we are talking about five, four-hour days per week or one, two-and-a-half hour day. I was not here when the UAJ counselor came to this campus. He indicated to my director that he was going to be looking for an apartment in the Ketchikan area.

Gene Scheer:

When we refer to a communication problem, and you see the logic behind all these, they are very obvious.

Q: I understood earlier that in the problem of the courses conflicting with each other, that one student needed both of the ones offered the same time in order to continue on. Is that the case?

R: In this case, it would not be identical students involved. The question here is do we exist for the faculty or for the students. The students are telling me through their advisory committee some straight things and with the instructional council, I expect to bring this in front of the council. We try to come in with a full slate of classes available to the academic student going into their second semester and, at the same time, try to offer a beginning freshman class, for example: English 111 and 211 on Monday and Wednesday nights. Along the same line we offer a full slate of business administration and accounting classes for that group of students. These are usually, or in many cases, entirely different groups. We try to schedule for the minimum of conflicts.

KETCHIKAN COMMUNITY COLLEGE
December 18, 1980

Sharon Walker:

My name is Sharon Walker and I am a member of the Ketchikan Community College Policy Advisory Council. I am representing our council as a member of the State Community College Advisory Council to the Commission on Postsecondary Education. I am also a member of the Ketchikan Board of Education and president of the Ketchikan Homemakers' Council. As a member of the local PAC and the school board, I would like to share a concern I have in regard to more of our high school graduates not attending our local college campus. I am aware of them going instead to community colleges and junior colleges in the Seattle, Portland areas. We are sure there are many factors contributing to this situation. One area I feel we are lacking in in this state is around student services. I feel our course offerings are limited. They are not geared to the high school graduate. But more than the course offerings, I am concerned and feel there is a real need for student services in the area of extra-curricular activities that create and promote social activity, friendships, camaraderie and school spirit. These are also important considerations when students work for and choose a college campus on which to further their education. I believe there is a wide spectrum of student activities that could be developed throughout the state. Perhaps there is interest in this area elsewhere. At the time, I was not aware when I made this presentation to the Board of Regents. I understand there has been interest. I do not know how far this is going to go, but I wanted to give testimony today to reinforce my feelings and to see what you could do at the legislative level. I am not here to suggest how it might be done, because I do not know. I am expressing my individual concern and hoping that there is an interest, and you will see what can be done to implement extra-curricular activities on community college campuses throughout the state.

KETCHIKAN COMMUNITY COLLEGE
December 18, 1980

Erma Meed:

I am Erma Meed. I am a school librarian in this district. I am interested in the college. I have been for at least twenty years. I have some questions I want to ask. Someone told me that there has been a study of the status of community colleges in other states, as to administration, for example in California, separate administrations. The second thing I would like to know is, did Dr. Enos accept the permanent positon as president of Tanana Community College?

R: I don't know.

Q: I was wondering when the search for a new president would be underway.

R: We were wondering the same thing. No one here knows.

Q: One would assume it would take at least six months, so it should be getting under way very soon. The third thing I have is budgets. It is extremely difficult for the average person to understand a budget. May I make a suggestion, that when they use initials like BRU or MAU, they put a footnote indicating what they stand for so the person reading it would know what it is?

R: BRU is Budget Request Unit and MAU is Major Administrative Unit.

Q: Does this refer to Ketchikan Community College?

R: Anchorage is a Major Admin. Unit. The BRU is under the MAU's. The MAU's are within the university budget.

Q: The university budget, is this plus all the other community colleges. Isn't organized research mostly federal?

R: Mostly, yes. There is a substantial amount of state money going to research.

Q: In this state, would it be fisheries, forestry, mining, that kind of thing?

R: Yes. The state funds are over ten million dollars for research.

Q: I do not understand why they put under academic support half of the administrator's salary. Why isn't it all there?

R: It depends on what that particular administrator's assignment is.

Q: I suspect there are some regents who do not exactly understand. Is there something available whereby the PACs throughout the state would be able to have some kind of training in budgets?

Erma Meed:

R: I do not know why that could not be done. It would have to be funded through the university as an additional amount. Right now the state school board gets money for conducting training for local school boards. They run periodic workshops.

Erma: It seems to me that if the PACs are going to have more participation in the overall policymaking process of the colleges and budget planning, they better have a little more understanding of what is happening.

R: Along with the added control suggested, should come some training.

Erma: After attending PAC meetings and listening to them, I am sure that most of them did not know what was going on. Another thing, there was supposed to be a "gentlemen's agreement", a verbal thing, that if the Methodist church put in a university, the University of Anchorage would not materialize. Of course it did. I have often wondered why it was that the University of Alaska chose to go ahead and put that in, in the face of the "gentlemen's agreement", which was not written down as an ironclad contract.

R: You have answered your question. There was not anything written down.

Q: Regarding goals and objectives, for the average person it is confusing. Is there any way that this kind of thing can be simplified?

R: That particular format you are looking at is the one the governor's budget office requires of all government agencies requesting money from the general fund. I do not think it is the best way to present an education budget.

Q: One other thing, it would appear that much of this budget is related to a program budget.

R: There is one disadvantage to that. Say, in my own school library we have program budgeting. I have 'x' number of dollars they say I can spend, but if for some reason I would like to hold some of that until fall, but in the meantime the building runs short of money. They take my library money because it is there. Now is the same thing going to happen here?

R: It depends on what level it is. The university has a number of restrictions placed on what an agency does and where they can transfer money. Depends at what level the appropriation comes down. Unfortunately, in some people's opinion they do not have enough flexibility to transfer money. The regents are asking the legislature to give them more flexibility to do that type of thing.

Q: I am confused about the proposed separation of the community colleges from the university. Are we going to have a double bureaucracy?

R: We are looking at alternatives, one of which would be a different bureaucracy. I don't know if you would call it a double one or not. It could be two bureaucratic structures for higher education in the state.

Erma Meed:

Q: Let's say separation occurs; you are going to have the same administration throughout the individual community colleges and you will have a head of the whole group which is similar to Dr. O'Rourke now. So you would have another Board of Regents?

R: That has been suggested. They would be calling it a board of governors or something like that.

Q: As I understand it, 50% of the instructional funding is divided among the community colleges. Are you going to get that division?

R: What they would get is 100% of the instructional budget for community colleges. Whether or not that would represent 50% of the total appropriation for higher education is debatable.

Q: If you go on a basis of half the credit hours, and over half of the students are in the community colleges, for three institutions to receive 50% as against ten of the others receiving 50%, it sound unequal. It is my personal feeling that if the community colleges receive a fair share of the funding, and if the present Board of Regents could be more equalized as far as geographical area of representation, it might not be necessary to have separation. But if equalization and some sortof more equitable representation does not occur, then I don't see how we can get away from it. How much buildup for separation throughout the state is there?

R: It varies in different sites. There are some areas we have been in where they are very strong for separation and some have been as strongly opposed. Only one said they would like the community college under the local school district.

UNIVERSITY OF ALASKA, JUNEAU

Public Hearing

January 7, 1981

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Mike Yabower:

My experience with the community college was as co-director of the cooperative education program. I designed the program and I think they still use it. They had absolutely no criteria, nothing whatsoever. I had outlined the procedure for evaluation, more or less from the top to the bottom. It was met with some opposition. That would be business, education, voc/tech and science. The reason for this, I believe, was in the second phase of my program, it demanded from the teacher, or the discipline "What are you going to provide the student with?", which told me a whole lot. Apparently they weren't providing the student with anything. They just wanted the money from the legislature. I would guess we were heavily funded through Ted Stevens' office. After going out to the villages, and I went to all of them several times. I spent months, so I'maware of what is going on. People would come to me and say, "Mike, I have got credit for courses that I haven't even taken." In other words, they were phoneying up the records. I went back, and I had this happen more than once or twice. I went back and asked the registrar, who was a Mildred Patterson at the time, "Have you noticed any discrepancies in our enrollment or credits given in Juneau?" She said, "Yes, I have." We chatted a little bit about it and she said she was finding the same thing, that there were credits everywhere or credits due. After that I said, "Well, let's just keep our conversation quiet. Mildred apparently was getting to really hitting some sore spots, being that she was working right at the office. It was strongly suggested by a Dr. Doris Frank, who said that she believed Mildredwas incompetent and that she should be replaced or whatever. My response to that was, Well gee, I get nothing but cooperation from her. I wonder why you're saying this." Being that she was listed as a teacher and most of her time was spent out in the larger cities such as Anchorage, Chicago or Washington D.C., and that was another thing. As teachers we all asked who is this other teacher, referring to Dr. Doris Frank who was supposed to be helping us. Things got pretty hot. I think Mildred got ahold of Jerry Bomotti on this. We collaborated that there had been some phoney grades to the files on two or three different occasions and found there were large discrepancies. There was a point where one person was going to graduate with an AA degree and it was found that he was 40 hours short. This particular person happened to be sitting on the committee for the community college, although I do not at all suggest that his integrity was in question. It's not his fault. As this thing started steam-rolling, Pat O'Rourke started looking into it. I was told by two different teachers, at three or four different times apiece, not to continue proceeding in the course that I was or I would lose my job. I certainly thought about it some, but I'm the one that has to go to the villages and I'm the one that has to explain why there is no academic criteria at all to give you credits. O'Rourke had a meeting with the teachers where he told us we were paranoid, suggested that the faculty at the community college was less than objective, so we found no real satisfaction there. Then he called an executive meeting and Jack Fuller entered into it, who was another one who really wanted to clean up the situation. They had a board meeting. Somebody goofed. The guy called for an executive session that was supposed to be open to the public. Pat O'Rourke asked the school board to fire the president and the executive session was called then.

Mike Yabower:

The person that called it was truly on the teachers' side, so it really was just a goof. An executive session in Nome before the last word's out, it's already downtown and you know just how the vote has gone. In fact, it's already been printed in the paper and what-have-you. So that was kind of a farce. The school board, by a narrow margin, voted to keep him on. A Ron Hohman was involved. He was on the school board also, and he voted to keep him, which either shows you need something or the other. The benefit of a doubt, that he was unaware of what was happening. Given the 13 charges that he had been up against - he should have been well aware of what was going on. Another one that voted for him happened to be one of the members of the board who received 40 credits on an AA degree. Needless to say, the president was retained, which is to say the school board was in his back pocket. The evidence, the bookkeeper, an executive secretary, the registrar, they all came forward to say yes, this was going on at the college. O'Rourke told Don that, in no way, was this to appear in the paper. Should the staff be reprimanded for the actions taken? Whereupon, the teacher who was running the voc/tech program, another doctor, his voc/tech program was to include the business-ed program which took a chairmanship away from the business department and put it under the wing of the voc/tech which that person was a backer of.

The monies for the program that I was running, and then there was another gal involved with my program as a co-drafter, most of her work was done in the educational field covering for the often-absent Doris Frank. So I didn't get much help with my cooperative-education program. They did away with the whole program. They gave back the money, which did away with our two positions, to Senator Stevens' office, saying that the state did not put up matching money for the cooperative education, which would be going into its third year at the time. The money was there, and it just showed how the school was really run. It was just too late then. The teachers that I had worked with, the three of us, it's not easy to put together a program in the bush. There are fantastic obstacles. Flying. Where are you going to stay? I think the other two teachers really tried, although we were never in the same village at the same time. I know that the business and the education departments, we would try and cover for each other as much as we could, knowing that simply logistically, 16 villages in winter - it's a horrendous task to get there. That's just one structurally - what can be done about it? It left me with a feeling that the community college cannot even control itself and I have since applied to community colleges in various capacities, one here at the Juneau-Douglas Community College, Kotzebue, and back in Nome. I wasn't even considered for a job. The one here was with the cooperative education program. The gal was telling me that I didn't make the top five candidates for the job. There must have really been some strong candidates, but then when I see the final selection, I wonder again, what is going on with the community college. I tried back at Nome with Mike Metty, and he wanted to hire me on an emergency hire with the voc/tech program because the voc/tech person didn't show up. I felt that he really wanted me and all of a sudden he said he didn't feel 'comfortabl hiring me. To my way of thinking it doesn't look like they really want expertise as much as they want somebody that they can control. I think that's going to be difficult, expecially in rural Alaska where one of the unique qualities of the person that you're looking for is that the person has to be very much of an individual as they will be placed in situations where you can't back down. These are my perceptions. They are very real to me, but I

Mike Yabower:

can't speak for the whole community college system. I've met a lot of people with the system and they seem to be very qualified and dedicated people.

REAA, I understand they are to get into the college accreditations. They have a two-year type thing. Their policy, as far as I know, is that they do not furnish housing. If they're taking their teachers and using them again for the college instructors, when does a teacher have time to pack water, to pack fuel, to do the things necessary for survival in the villages? I think it's really impractical to adopt the REAA system they are proposing as opposed to the community college. Think that an adequate delivery on the part of the community college should be in conjunction with REAA, because of this Molly Hootch thing, where they are building a lot of high schools where they are fairly well-equipped and I think there is the beginning of an answer to the problem.

In Kotzebue or in Bethel they want one college teacher for four villages, but they would pay him administrator's wages rather than teacher's wages. Again, if a teacher is going to stay with a job, where does he find the time to pack his water, to pack his fuel? There's no per diem given to him where he can have someone do it. Seems like they're kind of gearing to someone from the lower 48 who wants to come up and get their Alaskan experience, without really telling them what the Alaskan experience is all about. I think it was 22 people killed up there last year in the Nome area, through snow machines and flights. So far this year there's been about four and the two that they're looking for now, friends of mine. So, even if you've lived there for years, death is a reality in that place. Why the turnover all the time? You'd better start looking at Alaska and the people who have lived here and know it. I worked with a gal from Chicago, one from Minneapolis, one from Ohio, and these people were absolutely scared to death of flying. It was the Alaskan people that flew.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Wallace Olson:

My name is Wallace Olson and I am a teacher here at the University of Alaska, Juneau. I have been with the Alaskan university system, in various capacities, since 1966. I have two areas of comments. One is on the quality of education within the community college system and I think this is especially important for legislators to know. There is a tendency to measure things today in terms of productivity and production hours - how many units you are producing. It's a very easy thing to measure, how many students you have and how many hours you produce. So there's a tendency to place a lot of emphasis on that. That gets passed along to the lower level, where there tends to be an effort to 'turn out the student hours' with, sometimes, little concern for the quality that is there. I have seen this here in Juneau in specific instances. It was not under the chancellor. It was at a much lower level than that, where a person was pressing to create courses which looked to be academic courses, and would even water down the quality just to get the bodies in there. This is a very serious danger in the community colleges. I think there has to be a certain amount of truth in advertising and letting the student know exactly what they're getting. For example, I can give you one from my area. I am teaching a course that's on comparing religion to the layman or men and god, that sort. That is not an upper division level course. It's a popularized thing if that's what the community wants. I'm sure you can apply that to welding, automotive, bookkeeping, and in those areas where there is a great deal of competition, the students going out are expected to have very definite skills. Then I think you have to have a firm quality control, so that - for example; a person who takes mathematics here. I don't know of any way to make algebra that easy or make it that popular, but when they get through with the skills here, they should be able to transfer that to the university at Fairbanks, the University of California. Wherever they go, they should have those skills they say they were trained in. If they don't then they flunk the course. It's hard to measure that quality, a lot of things get involved. How do you measure the quality of education? I know it's more expensive to produce credit hours and production in remote areas. Economically, the cheapest way would be to have one campus for anybody that wants to go there, and teach courses of 50 students each. Once you disperse the system, it will be more expensive. I don't think the only measure should be the number of students or the amount of production. If it is, then the quality has to be indicated, what kind of course this is, and what you can expect when you get to it. That's my first area.

My second area: Within the university system we have gone through a certain re-organization where we began with the University of Alaska. It was then called the southeastern region. Several of us began as assistant professors. With the coming of the bargaining in 1974 - the statement there was that tenure was eliminated and that your title would be changed all across the board to teacher. Not that your rank was being changed or you couldn't get tenure, but that while you were in the union, you couldn't get tenure. We've now been returned to the university system and several of us have applied for tenure. After going through all the steps - up through December 14 - we were given a memo written on December 23rd, returned back to us after our applications had gone in. An important note here was "this excludes years as community college teachers at the university or elsewhere." Now the university policy on tenure says that you must have completed six full years of service in a faculty position at the rank of assistant professor or above. Four of those six years must have been completed at the University of Alaska. The earlier policy that was used before this that we were given says "must have completed a fifth year in a faculty position at the University of Alaska"; it has nothing to do with the community college. Evidently what they decided on December 23 is that in some way, teaching at the community college is not a faculty position at the University of Alaska. If that is what they have done then they are, in fact, saying that they are not teachers, or they are not somethings.

Q: This refers to collective bargaining, is that what you said?

R: We were still given this on December 30. It says "a faculty position with the university at the rank of assistant professor or above." But the earlier one we were given on December 10 simply says "four full years of service in a faculty position or a position at the University of Alask." Another thing was, in the old policy if you even spent three years in another institution, you cannot be kept on for four more years until you have completed tenure. What's happening in effect is, people have put in six years, seven, eight years. Now they're being told that time will not count for tenure because you were not in service at the university. You are magically eliminated from the university for those six years and I think that has to be straightened out. I see it as discriminatory towards the community college faculty. If the university is, in fact, separating itself from the community colleges, then let them go ahead, but that is what they're doing by saying that teaching for the community college is not a faculty position.

Q: How could they not word it if the policy is through the collective bargaining that they're not going to issue tenure. How could they word it so it would affect the people from Juneau campus and not others?

R: This isn't saying you get automatic tenure. You still have to meet the criteria. What they are saying is that you cannot even be considered eligible for tenure at this point. To receive tenure you must pass the tenure review with all the areas of teaching, research, et. What they are saying at this point is you are not even eligible to be considered because you do not have service with the university.

Q: Do you have faculty rank now? What is your rank?

R: Professor.

Q: When you were with the community college you were a teacher?

R: I had the title teacher. That does not say that rank is abolished. It says the title will be. Nowhere in that contract does it say all community college teachers will have the rank of teacher, just that they will have the title. Does that necessarily abolish all rank that you had previously? You're doing the same job, the same work, the same area under a different name?

Comment: And apparently in determining faculty rank on this campus they did count your experience, obviously.

R: Yes.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Don MacKinnon:

My name is Don MacKinnon and I'm superintendent of schools in Juneau. The main thing that I would like to speak to would be the whole concept of governance or at least just give my views on it. I think that probably in Juneau and a small, limited size campus, to have multiple levels of governance doesn't make a lot of sense. I think what they're trying to do now is much more logical. I think it's difficult for the general taxpayer and the people out in the community to understand the separation - where you have a separate governing kind of thing on account of the structure. I know from the standpoint of the school district and the university that we're trying to work very cooperatively together under the present set-up. We're right now exploring the possibility of maybe trying to come up with a delivery system in the voc-ed areas. It's just an exploration period now, but I think it's possible because we have the current structure to change it and would probably eliminate that possibility for a very long time. I would certainly support Mr. Olsen's comments in regards to, that I think the university ought to be taken out of the area where they're structured to have to count so many credit hours in order for a course to fly. There ought to be another way to fund. The proportion of courses that are needed to complete a program, it shouldn't be contingent upon the number of bodies that you have. They tend to go out and recruit and forget about the quality. That has to be considered. Some courses just need to be run and they need the support and financial backing - that's one of the things of course that we're looking at in our joint venture, is to come up with some alternatives to fund the operation of some of these programs. We are trying to pull some alternative ways to fund it without following the same, necessarily, for the school district, or for the university. All that money is generated to conduct these programs.

Basically a joint venture is in very preliminary stages. We're hoping to see if in the Juneau area there would be a way to creatively deliver vocational programs to students at all levels so it's a continuing process to make the best utilization of staff facilities and time in this area - kind of a shot in a nutshell sort of a thing. We have been talking about it for at least three months and are now starting to get together and explore some of the concepts. We think that there'a a real potentional, particularly within a limited population. There's a better way to deliver services to students and not get worried and caught up in the trap of 'this is my kid, and that's your kid, if I give you this kid I lose money over here', etc. It gets to be tied into all kinds of different structures, many times artificial barriers and we forget that what we're there to do is deliver service to the kids. There must be a way that the two institutions can be cooperative. I'm kind of excited at the prospect of being able to do it and certainly think that one of the reasons it's possible is because of the current structure we have for governance.

Q: When you say the current structure, you mean what's happening during the last year or so?

R: Yes, I would not like to see them separate.

Don MacKinnon:

Q: Do you think it wouldn't have been possible under the old structure?

R: I believe it would have been much more difficult.

Q" How far into the future are you talking about?

R: We're not envisioning the offering of those courses, or at least some of them, until the fall or later. We decide it is possible to do it and the Board of Regents says O.K. we'll do it, and that's down a way after a group of studies. Then there's got to be a period of time to design equipment changes to meet the needs, to set up the administrative structures to process work, and to break down any kind of barriers that are official. So there'd have to be a whole year period of time needed for the developing of the actual package. The first step is to take a good look and see, is there something? What we're trying to get people to do is to sit back, throw out all of the things that they're doing now and say, if I could start over again with a living vocational program, what would I do? What should it be? What do the people need? Maybe when we're done, we'll say that what we've got is what we need. I have been in the educational field for a long, long time and have sat in many teachers' rooms, and I have been a teacher, and I don't know how many times I have made the statement, or heard teachers say, "If I could really make this course the way I want it, if I could start all over, if I didn't have all these barriers in front of me, what would it be to give the best programs to the students?" So that's what we're doing, trying to take a step back and take a good look.

Q: Do you currently offer collective kinds of courses?

R: I think there's some duplication there. Some of the classes, some of our staff people teach for the university. There hasn't been a real study of the continuity between our programs and their programs. So we're hoping to sit back and take a hard look at it. Is there a way to improve? Can we do a good job? Can we do it in a manner that is most effective in the use of facilities? Some of the students work during the day and go to school at night. We want to make it a little easier for them to do it. What we might end up with is a model that would have application to other disciplines.

In the long haul down the road we are going to get in the same position that the education communities are in the lower 48 where the taxpayers are getting a little tighter with the dollars that are put into education. We have a golden opportunity to make sure that we create the most efficient and effective educational program, so that if and when the pipeline no longer gives us the luxury, or the political mood no longer gives us the luxury - I think we have had a lot of money pouring into education - then we say, "Hey, we've got a delivery system that's better than anywhere else." The community college uses a lot of our facilities. It may not be necessary to build a lot of just normal classrooms. They have easy access to our facilities.

Q: One thing that's been brought up is the 13th and 14th year. The suggestion was first raised in the legislature last year, advocated in one particular district in the northern part of the state. Could you comment on that at all?

Don MacKinnon:

R: I guess it's probably two years ago that I would have been willing to comment and say I would be very supportive of it. I guess I had a concern that we're getting so many educational structures around the state and we weren't finding the process. I'm really more excited about what we've got going here in Juneau, and now I wouldn't advocate that.

Q: There's some talk about eliminating tuition or reducing tuition. Do you have any thoughts on that?

R: Of course, we don't charge tuition in the public schools. If there is a process by which we can reduce or bring down the tuition, I certainly would like to see us bring it to a lower level. It's not too bad here, but where you are living on campus and have to pay board and everything else. I know that the cost of getting an education is phenomenal. I'll have one in college next year and another the next year, so I know. I don't know of a university that could eliminate tuition.

The positions I have stated here today are my personal positions, not those of the school board, other than the position of joint study that we are doing with the university.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Mike McComas:

My name is Mike McComas and I am in the technology department here in Juneau, sort of in the nuts and bolts end of it, where the teachers are actually talking and communicating, so that as you take this information with you, you'll know that the teachers are working at it. Some of the comments weren't specific enough in reference to the actual teaching and the age levels that you're dealing with. I would only say that some of the high school teachers have been advising us that it is not above a high school student's mentality to put a screwdriver in a planer blade and turn the machine on. That destroys the blade, makes a heck of a noise and is unsafe. Within the community college you can't tolerate that, because you're training a specific skill to be used on the job. So you have to see a separation there and as close as you want to cooperate, you have to somehow judge when a young person goes from being a teen-ager to being an adult and knowing the job. At that point they begin to take responsibility for their actions. So that is why you need to hang on to that separation, I mean with two units. You can't have one big wood shop is what I'm saying, where everybody goes in and works during the day and at night. Don was explaining how his people use the facilities during the day and we use them in the evening. So that would logically tie to 'why not have one big wood shop?' This is what I had to bring up. The purpose for not having one big wood shop or metal shop or weld shop. You can have feeder programs where a student gets classroom exposure when he's younger, which is what it's all about. You can have small lab and field trips in short exposures and when this person is ready to study a trade to earn a living with, he just crosses a walk bridge and he's right there. In order to reach that there has to be some plateau. Now a student can cross this plateau at 15, at 13. We know young people that can earn a good living at 12, and have for centuries, so that plateau - you can meet with some kind of a form to show that this person is capable of being responsible for his or her own actions.

Q: You think you actually need separate facilities too, in addition to having the people separated?

R: We're looking at a walkway, a skybridge, between the high school and UAJ property. That's been talked through and brought to the committee meetings; if you think of that then how else are you going to ensure the facilities that presently exist? Rather than alleviating the shops that exist, you could just make it so that an individual, when he was an adult, could cross this bridge and utilize the facilities that were there, but not to change the actual administrative units at all, because of the difference in attitudes. The way I teach and the way Bill Bradden teach are very different. He is a teacher at the high school. But we still accomplish the same goal, to give these kids a life's work goal. In my situation it turns out that a lot of people are interested in the skills for their own means. Louann and I spent some time a couple of years ago solving the needs she had with a rabbit and that's the way you can do with adults. But if you have high school kids coming in and they are not truly adults, and they're just looking for some place to hang around. I don't have eyes in the back of my head and I don't control everybody out in front, so the difference has to be, so I certainly, other than that I don't, I just wanted to expand on that. It's an ongoing program and will take a while.

Mike McComas:

Q: You said you were on the committee that's studying this. How many people in all?

R: Well, you have several committees off of one major committee. I'm on two separate factions of this thing.

Q: What's the major committee?

R: Task Force. Don and Mike are trying to coordinate the thing from their positions. From there down there's four positions, two of them from the high school and two from the community college. It branches out with administrators at different levels, economics, finance, etc. The four teachers are supposed to be meeting with their faculties within the next couple of weeks when school gets rolling again for the winter semester. So, the committee is definitely working, although I don't think we've reached any plateaus yet. Not until you solve the problem with the kid with the screwdriver and the planer blade. I can't have irresponsible 15 year olds working behind my back when our materials and equipment are extremely flammable. An acetylene bottle would go off, and I'd be gone, everybody in their front yards would be gone, and you just can't have that kind of thing, so that has to be controlled. The way you control it is to keep the facilities separate. When the students grow up let them go over.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Vern Oremus:

My name is Vern Oremus. I am a professor of vocational education at the University of Alaska, Juneau. I'd like to preface my remarks by giving you a very brief summary of my background, so you can understand where my comments come from. I've been in education for approximately 15 years. Prior to that I worked in industry for several years, so my background is from an industrial base as well as an educational base. My vocation has been totally in voc-ed and community college administration. I've taught at public schools for a number of years, I've taught at community colleges and at the university level. I've been a business management administrator as well as a chief executive officer with the University of Alaska system. I was the campus president at the community college prior to the present adminstration. My comments will be addressed primarily to two areas. I would like to talk about vocational education in the community colleges statewide, perhaps from a philosophical base as well as specifics. I would like to address the subject of articulation, specifically how it relates to the situation here in Juneau.

Statewide, in my new capacity as professor in vocational education, I've been given the task of developing a vocational/teacher education program for the state of Alaska. None exists at this time and it's impossible for a young person to get training in the state of Alaska to become an industrial arts vocational education teacher in the public schools and the postsecondary institutions. Within this state it's also virtually impossible for a community college teacher or an existing vocational education teacher in the public schools to receive advanced degrees in vocational education or, in fact, in-servicing training which will allow them to upgrade their skills. So my task now is to develop a program that will provide for those kinds of experiences. In doing that I have essentially gotten out of administration at the community college level and gotten back into the area that I feel most comfortable with and that's vocational education. This fall and last year, I think I have visited every community college campus. I know every campus president, I know the director of vocational education on every campus and I know most of the vocational education teachers. I think there are some serious problems with vocational education at the community college level in this state. They are philosophical, financial, and there are problems with articulation and perhaps basic terminology. I see several things. Recently I had an opportunity to evaluate the vocational education programs at Mat-Su Community College and Northwest Community College in Nome. I point these two out because I think they're classic examples of vocational programs in community colleges, and some of the problems that we have. The situation in Palmer is not unique. The Mat-Su community is very small. They do not have facilities that will provide the vocational training in any sense of the word. They have, I think, two potentially strong programs there. One in the area of business and office occupations - I should not call it that because really, it is a pre-business administration program where they teach people to be

Vern Oremus:

accountants or tax persons. It relys primarily on classroom-type facilities and so with existing staff and facilities they can adequately provide vocational programs. The other program that I see as being viable at Mat-Su is the refrigeration, heating and air conditioning program. There are two staff members there and cramped quarters, yet the program is viable from a number of standpoints. The staff is well qualified. They complement each other. One comes from industry, the other from education and they both have many years in the field. There is no other community college in the state that is providing a program in air conditioning, heating and refrigeration. Mat-Su, I think, could expand that program and be the heating, air conditioning and refrigeration program of the state. Northwest Community College in Nome, by contrast, has no vocational facilities. They have two vocational teachers - one who is an industrial arts teacher and the other who is a tradesman with no educational experience at all. They are essentially floundering. They have no facilities, no program to speak of yet, it's a fledgling operation. Their prospects of developing really viable programs in that area are almost non-existent. Let me relate these two examples to what I see as the problem with the statewide system. We have very, very small community colleges that, by any stretch of the definition, could not be called anything but extension schools. When you have that kind of a situation and also the commitment of the state to community colleges, you have to live with what you've got and try to do the best you can with it. It seems to me that it would behoove the community college system to take a look at these small colleges, try to identify one or two programs and designate campus A as being the center for that program, as Mat-Su is with heating, air-conditioning and refrigeration. It seems illogical to me that anyone else in this state should be allowed to, or even want to, start a heating, air-conditioning and refrigeration program. At the same time, if you relate this to other technical areas, you'll find, for example at Kenai Peninsula Community College a viable petroleum technology program. Why do they have to have one at TVCC in Fairbanks? Who do they have to have one in Anchorage? What happens is the small community college in the bush sees John Wilsey's PI program and says "My God, this is great - they're coming from everywhere. We'd better start this program." This makes no sense. The only community college in this state, in my view, with a fully functioning vocational program is Anchorage Community College. There is a potential at TVCC in Fairbanks with the attempts to work with the school district in obtaining the career and vocational center because it will give them the opportunity to expand. I think there's really only one community college in the state and that's ACC.

I think voc-ed for the community colleges in the state must have coordination and must have leadership, and those two very important characteristics are non-existent at the administrative level, the faculty level and the program level. In the office of the chancellor for community colleges there is no expertise in the area of vocational education and yet, vocational education is supposed to be one-third, if not more, of the mission of the comprehensive community college. Financing is not available, facilities are not available, the manpower is not available, we're not even geared within our own state to train people. The responsibility for these decisions is resting with people who do not have the expertise to make those decisions. It's being delegated down from the highest levels in administration of the university to the president's level and campus presidents do not have experience in vocational

Vern Oremus:

education. They're administrators who, for the most part, come out of academic programs. I see at the community college that they requested from the legislature a really large sum of money to try to upgrade vocational facilities in the state. I certainly support that. I can see the need for that perhaps more than most. I certainly hope those funds are not given carte blanche, without some kind of plan for how they are to be used. If that plan is that each campus president gets to submit a wish list not based on a needs assessment, not based on any kind of input from people with expertise, then I certainly won't support it.

I would like now to speak a moment about articulation between community colleges and high schools. I wrote a documented dissertation that was entitled "Articulation Between Community Colleges and Occupational Programs in High Schools." I do have some expertise in that area. Articulation between high schools and community colleges has been kicked around for some 15-20 years in the area of vocational education. My research and experience tells me that the only reason this has not come about is because people like to talk about articulation, but they don't like to do anything about it primarily because we in the university are concerned about our programs in our own little ivory tower or whatever we want to call it. People, including Valdez, are very protective about their own programs and the people in public schools are protective of theirs. It makes educational sense to articulate the programs, particularly in vocational areas where the cost of facilities is tremendous. It's probably the highest cost-per-student operation of anything that you'll find in education, but when it comes right down to the bottom line you have key administrators who want to maintain control. They want to maintain budget control, they want to generate student credit-hours to show head counts for more and more funding, they want to control their own buildings. They have those kinds of battles to fight. Because those people are the ones who make key decisions, articulation very seldom comes about, at least in a fashion that works ideally. It can come about and I think that the efforts between Chancellor Paradise and Mr. MacKinnon here show that there is a desire on both parts to cooperate to make this work. I hate to see the teachers in the high school and the teachers in the community college fighting among themselves, because you don't mandate or legislate articulation, just like you don't mandate or legislate safety or quality. It comes in the classroom from the faculty and if they're not supportive of it, then it's not going to occur. So I think some basic education needs to take place between the teachers in the community college and the teachers in the high school. I think it's a viable approach here in Juneau, and I say that after much thought because I started the community college programs at JDCC here in Juneau and I have a certain amount of pride in what was initially conceived for a vocational program in the community college. I would, without question, support articulted sharing of programs. For the taxpayer to support dual facilities ten miles apart makes very little sense to me as an educator.

I would like to address briefly the subject of safety. I think it's irrelevant to try and say that safety impedes articulation or is a reason for non-articulation of our program. I've seen junior high school programs where seventh grade students are handling power wood-working equipment in a laboratory that makes the one downtown here look very primitive. They do it in all safety and turn out quality kinds of products. The safety in the laboratory

Vern Oremus:

is keyed to the proficiency in management and the professional skill of the instructors. It has nothing to do with the way the program is set up or with the age level of the students. I won't say any more about that.

I would close by saying that I think that within the community colleges, the public schools and the university, some very serious and rapid education needs to take place with respect to terminology. Again I point out that I believe there is only one vocational education program in this state and that occurs at Anchorage Community College. I am not very familiar with the high schools in this state yet. I think there are some excellent vocational programs in some of the high schools; for example, the construction program at Palmer is excellent and there are some others. For the most part, 99% of the community colleges, and I would venture to say 80% of the high schools, have no such thing as a vocational education program. Vocational education prepares people for entry-level positions in work. It takes facilities, it takes knowledge and a trained staff to do that and we don't have them. What we have in the high schools in this state are industrial arts programs. They are necessary and important, but industrial arts is a part of general education. It doesn't train people for work. It gives people experiences that let them understand what the industrial process is. It gives them awareness and an exploratory opportunity, an opportunity to begin narrowing down their thoughts as far as an occupational field. When you get into vocational education, you train people directly for jobs and I don't really think we're doing that. So, I think some education needs to take place on the part of educators, department legislators and those people who are making decisions as to what vocational education really is.

Comment from the audience: What you're working on now, in terms of getting vocational teachers, an educational program going in this state is so long overdue, I'm really glad to hear that you've found a way. It's been a real problem in the five years or so that I've been around here. It's something that's been mentioned as we talk with people as we go around the state. There's been no program going. You either go outside the state or you end up hiring people that really aren't trained, and you end up with industrial arts or some form of education that may or may not be adequate, so I'm really glad to see that you're working on it.

Q: You said that Anchorage CC is perhaps the only community college with a vocational program and you talked about a people problem where the presidents and the chancellor don't have the expertise in voc-ed that they need, and then you alluded to structure. This committee has been talking about governance structure. I wonder if you would elaborate. You said we had to strengthen the vocational ed programs. How do we do that? Is it a structural problem? Is it a people problem?

R: Yes, I would answer that. I certainly want you to understand what my comments are. Let me first clarify my statement that Anchorage Community College is the only comprehensive community college in the state. I think I believe that. As far as having viable vocational programs, they are the largest and have the most. I think there are some campuses that have more

Vern Oremus:

than viable programs. As I pointed out, Kenai with their petroleum program and Mat-Su with their air conditioning, and I think there are some others. I believe the opportunity is here in Juneau to develop one in marine technology.

With respect to governance my opinions are personal and probably colored a little bit because of my experiences here in the university. I was not an advocate of combining the two colleges here. I am a strong supporter of community colleges. I am also a strong supporter of the university programs. It has been my experience that they do not coexist together. One virtually dominates the other at some point in time and over time the philosophies of the two do not mix, but the dominant institution's philosophy will prevail So that's again, a personal view. Now that I'm in the university business I'm starting to think, well, it is not all so bad. Community college people are always very nervous. The history of community colleges, from the time they started out as junior colleges, was that it's a proving ground. It starts out because universities don't meet needs. Professors sit in ivory towers and do research. The people want the programs, and perhaps they don't meet the academic standards of the university. The university is, therefore, not responsive to those needs, so the community college comes about and they start out much like community schools did, I think; where they are meeting local needs and they don't care if it's graduate credit or not. Their business is education. By way of emphasizing that I'd like to point out a statement that my friend Glen Massey, he was president of Tanana Valley Community College, made on many occasions. He started talking about what's worthy of academic status and what isn't. "I've never been able to understand why we can give a person university credit for teaching him how to type, but we refuse to give him any kind of credit at all for learning how to swim or for learning how to play ping-pong, or for learning how to do his income tax. Since we live in a credit-oriented society, it shouldn't make any difference." That's the community college philosophy. Anyhow, community colleges came about because universities don't meet the needs. Then they became junior colleges and in the eyes of the university this gained a little bit of status. Then if they got to the size where it seemed appropriate, the university sprinkled holy water on them, made the faculty members professors and brought them under the umbrella of the ivory tower. I'm not making this up. You can look at the history of education. In postsecondary education you'll find that community colleges have gone this way more often than not. Any time there's a discussion of mergers or anything like that, community college people get very nervous. I know I was very nervous for two or three years here and maybe for good reason. It's a long way around to getting to the governance issue, but I think it's germane. The community colleges are very nervous about their experience here, being governed by the University of Alaska statewide system. The emphasis appears to be on university programs and not on community colleges. I have seen that emphasis change, and the Board of Regents has changed over the past four or five years. I think it's been positive. Since last year, when I was involved with the Board of Regents to a very large extent, I see some very positive changes. They are good people. They have a broader experience and a larger commitment, I think, to community colleges.

Vern Oremus:

Q: I wish you would elaborate on that a little bit more, when you say you think the regents are more inclined to support the community colleges. Specifically, what do you mean by that? That they are asking for more money from the legislature?

R: Now, the quality I am speaking of is people. Let me relate it to my own area. When I first came up here six years ago and looked at the vocational teachers in the community college, I saw primarily people who were just around, they couldn't find anyone else, so they became teachers. They didn't really have the professional education required, or the technical expertise in the rules and regulations regarding teaching in this state, etc. The quality was not necessarily there. As the population grew, the system grew and became a little bit more sophisticated, we were able to bring to the university system and to the public schools teachers of upgraded quality. I don't think that's what happened with the Board of Regents. I don't think that someone just came into town one day and thought they were interested in education and became a regent. I don't think we should buy that. I just think that over a period of time there's been some maturity behind the Board of Regents. Again, I speak only from the framework of being here six years. I have seen a tremendous change in the Board of Regents and their attitude toward the community college in that time. I've seen some young people come forward with good ideas, people who do their homework and come to a board meeting with an understanding of the issues on the agenda instead of seeing it for the first time when they sit down at the table.

Q: So are you suggesting that it's an attitude change and that perhaps the regents are more receptive to supporting the community colleges?

R: I think they are.

Q: Specifically, how do you see that happening, other than you talked to so-and-so and they seem to be interested in the community colleges.

R: It's happened over a period of a couple of years and in several easy ways to understand. For example, the board now has sub-committees in various areas and one of them is a sub-committee for community colleges. Three or four regents deal strictly in the area of problems in the community colleges. There was never that concern before. It's a matter of sophistication and maturity.

Q: So you think that because of this the courses taught in the community colleges are of better quality? I'm sorry to keep pursuing this, but what I'm trying to get at, is it purely an attitudinal change or can you point to things that have happened in the system and say that this supports your feeling?

R: I think there's been more support for the community college financially. For example, I heard that there has always been a problem with transfer of credits. The board has instigated all kinds of policy and procedural changes that have made it easier for the college and community college to coexist in this area.

Governance. I've always felt there should be a University of Alaska in Fairbank an Alaska state university at Anchorage, a state college in Juneau and a community college system. I think it would be much more cost effective and just function better.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Unidentified Speaker:

One of my concerns at Nome was that I would agree with Vern that the community college is nothing more than an extension center at best. Their political favors that have been established to satisfy certain people exist, but as far as them being supported by the state or getting service to the regions that they were to serve, there seem to be some restrictions. I'm not too sure whether a separate community college system is going to repair or be able to deal with the inequity of the system. I must say, I too, have seen a change of sensitivity in the Board of Regents towards the needs and philosophies that are necessary for the programs. So, from where I sit, having had only one year's experience with the community college and a number of years with the senior college, I find it very difficult to support a separate community college system. I don't think that people who are supporting a particular position have any kinds of organizational procedures or reasons that are educationally sound to support the emotional need for separation. I think a statewide system would be better and more responsible. My concern is for the whole community college system as a whole under one of the governance systems. One of the problems that we have here at this institution is that philosophically the state has said we're going to deliver education to your doorstep. They said that to the people of the state of Alaska, and yet we seem to be restricted financially in doing this. So we're caught in a bind. People have some expectations of the system because of the vast number of community colleges in the state and yet, those systems aren't able to deliver because of lack of coordination and funding.

Q: I have one question. You made several comments about funding. Do you have any alternative means of funding?

R: I think that my concern is when these schools were established, the funds - a case-in-point was an experience we had in Nome. We were expected to deliver services to a huge, huge area - 13 villages with only about 5,000 people. We had a budget of less than $300,000. That was salaries, that was the budget for the whole institution. My concern is if we are going to extend and expand the system, then we'd better have some kind of financial structure that is based upon some needs. I don't know how you're going to do this. I don't think that you're going to say now this year we're going to have $105 million in rural Alaska to build high schools and then forget about that area for a while. We have to be more consistent, like with planning.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Dave Fremming:

We went through a lot of soul searching to unite these two organizations into one. That's been accomplished. Now what we're concerned with at the Chamber of Commerce level is the proper development of the facility. It's been my understanding that whether or not Juneau should have one unit or whether we should separate and go back to the community college/senior college is the question. The point of my testimony is based on what we've gone through in the past; I don't think that would be a wise idea in our particular case here. We need to get our program and our facility developed. There are a lot of areas of opportunities that I think we could build on here and the university will become quite an asset to our community. What we don't need at this time is second guessing as to whether or not the structure we have is really a viable structure. Let's just get on building the organization. I guess what I'm asking is that we stay at status quo.

Q: Do you feel there has been any dimunition of responsiveness from the institution over this approach as opposed to having the community college separate? Do you think they're still responsive in meeting the needs and giving the community what it wants?

R: Yes, I think it's in a much better position to respond. In the experience I've had, the staff and the administrative people with the university are extremely cooperative in trying to work through and find out what the needs really are. I can see tremendous benefits developing in the future. It's our desire to develop a university system in Juneau that really has an impact on the community and that the population of the community continues to be aware of the benefits of the system. We have gone through this mental growing pain period of the system and up until now what the university system has been doing is misunderstood. What you've read about in the newspapers in the past few years, the controversy over the campus, is all behind us.

Q: You don't think that the community college mandate that it is to be responsive to the community and to offer a lot of the non-credit courses, that hasn't been jeopardized?

R: I do think that we've got to get a greater understanding in the community of what the facilities can offer. This is something that is improving as the months go by. We've got to get the population thinking of the fact that we do have a university here and that there are functions, programs that have come up. I think it's not only going to be growing, but growing at a more rapid rate. The community is getting more used to the fact that we do have the system here and that it is starting to grow.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Ernie Polley:

My name is Ernest Polley and I serve on the borough assembly. My role here is partly assembly because I've had the opportunity to be involved in a joint project between the schools in the state of Alaska. As I listen to the various subjects you are concerned with, I'd like to speak to two or three aspects of the assemblies. First of all I think, historically, the distinction between community colleges and senior colleges is largely archaic and was probably inherited because at one time it was easy to call a program simply different than to modify it. I would suggest that in the majority of Alaska we do not have such a large population at the community level that it's fruitful to make that distinction. One of the problems in making that distinction in Juneau, and I'm not suggesting that Juneau is similar to any other location, is when the two organizations became the state, in a sense, and a great deal of effort was put into so-called participatory decision-making by community members, really what happened was it resulted in fragmentation of effort and in genuine chaotic policy. Community members would never know from one point to the next point who it is to whom they should speak, and they are at a little bit of a loss to understand some of the fine distinctions between programs and staff that are apparent only to certain people. I think the problem that has occurred in the past years in Alaska is transfer of credit, the issue of staff assignment, the issue of tuition, the issue of program design and of program responsibility. These are all the products of fragmenting local effort. In the matter of how this would all relate to vocational education, I'd like to speak to the desirability of options, carefully considered options. One of the things that became possible locally with single leadership and single policy was that the gray area in adult education which involves that third party, the public schools, it appeared that it does not have to be an either/or situation. It can be an interdependent, it can be an 'our' situation and using that philosophy the two organizations, the university and the local school system, are involved in something which we find extremely exciting, I guess from a number of standpoints. Its economic and financial good sense, its policy sense, from its genuine responsiveness to the students, from its just pure rationality from a moment of reason, and that is that programs' staffs and facilities would be jointly used. The difference to a citizen between being age 18 and being 19, other than how it might affect the personal life, citizens can't understand how it is, that now they belong to somebody else. Programs and subject matter don't belong to organizations simply because somebody decided it, and it seems to us locally that we have options opened up to us now that never would have been there before.

Q: Let's go over your last sentence. Could you give me just one example? How you see it?

R: There are some territorial - community colleges traditionally have had to depend on certain kinds of funding which, if not categorical, are definitely territorial and they unfortunately might, especially in smaller communties, compete for the same students. They have a separate Policy Advisory Council which will be different, for example, for the local public school educational advisory group, which will be different from the local manpower planning

Ernie Polley:

group, which will be different from any other group. When it comes time to put the program together, it is simply to no one's apparent benefit under a fragmented system. It wants you to cooperate, when an act of cooperation means one facility or the other is going to have to fall by the wayside, one staff member or another, or one power and control of the policy will be permitted. When you have a senior campus and a community college all as one program, and then you have a school district, and they're trying to deal with just the two entities, and then they're trying to deal with the unknown ground, and we have an unknown ground in here called adult education, it really gets uncertain just who that belongs to. Rather than make it an either/or situation, all that was required was two policy-making bodies to get together and decide why don't we jointly solve this problem. It does get down to the people, but there are structural barriers when you have a fragmented program.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Sharon Cook:

I'm Sharon Cook and I am an instructor at the University of Alaska, Juneau, in the division of business, specifically in the office occupations area. I have been an instructor with the university for the last six years. The first five years I was under the community college system and then last year under the newly organized system under UAJ. I'd like to address the first part of my comments to the reorganized system here in Juneau as an instructor going through both systems during the reorganization. I am very much in support of the newly organized form here in Juneau and let me talk first of all - identity, as an instructor and then as the students respond to me. The identity is now clear and I hope they will be clearer, but it is University of Alaska, Juneau. In the past we've had a rather fragmented identification and it has been awfully hard to identify to students which area they needed to go to and find out about programs, articulation, if they're into a degree or not into a degree, which instructors, because it was fragmented. It makes it much easier now for the identification to be as one.

I'd also like to speak to terms of the continuity of the program - developing a degree, whether it be a certificate program, whether it be an associate degree, or a bachelors, or a masters. The articulation now is able to get together cooperatively and we can coordinate what is required if it's a certificate or an associate to make some of the requirements in those degrees applicable to your bachelors. A lot of students were confused. If you wanted this you had to go through this and then that applies toward the bachelor. I know in the division of business we are articulating more and it's going to make it much easier on students to take a look at programs; they can anticipate and move from one degree to another. I think it will help support the admission of students in degree programs here at UAJ, mainly from the fact that we're able to clarify a continuity program for them. Another point that I'd like to pull out is an efficiency point for administrative services in our reorganization. As an instructor again, when you're developing a course, a new course or changing something in the catalog, or maybe submitting some changes in the catalog for a degree, the path is clear to you now - who you have to send your paperwork in to get it cleared. Before there was an instructional council, there was an assembly, there was an academic council, you never knew who was going to approve what and where and it would get bogged down and you'd lose a lot more programs in the shuffle. Now with the efficiency of the administration, some of these areas have been cleared up. There are still more that we are working on, but it is much easier to get a line, to know where your program is going and the development of it. Not only for the administrative services, but the support services that we, as faculty, tap into, support services, student services. If we were separated we would have two student services keeping records and in this way we are now under one student service, all the transcripts, everything is right there. Your business programs, in general, are supporting themselves. These areas make it much easier, as an instructor, to know that it is one line and you don't have to work through a lot of areas.

Sharon Cook:

Then, I was listening to the testimony of the gentleman here and he was speaking to vocational education. Part of our area of office occupations is very vocationally oriented in the city of Juneau, and that is one thing that I appreciate with the university has just started and with the school district is to look into a task force to articulate the vocational education. Especially in that area, it's quite costly with the type of equipment that usually needs to be applied to these areas and I appreciate what the Juneau area has started in the last few weeks to maybe take a look and see if it is feasible to articulate the vocational program and I'm very supportive, and I am serving on the task force and appreciate any support. The legislature was favorable on this, to help articulate the program so that we can deliver educational services to the area.

Q: Have you noticed any difference in being able to be receptive to the needs of the community, such as the community college mandate or what we perceive to be the community college mandate. Or do you think you can respond just as well as you ever did?

R: No, I feel I can respond to that. I still can because the community college philosophy is still open and a lot of the students still are not ready for their degrees yet, and we are still able, because of the reorganization to provide those students who want to come and maybe just upgrade their skill. I believe we're able to serve most of the needs of the inquiries for the community and particularly adult-type education.

If this fall is an indication of our registration, this is the highest registration we've had, I know in our area, in the last six years. I think it's because they're able to take a look and see, the new plan is clearing out, and we can see what there is.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Marie Darlin:

I'm Marie Darlin and I'm a member of the policy advisory for UAJ here, and have been a member since 1975, at which time it was actually an advisory council for the then community college. I am speaking today here, not for the Policy Advisory Council itself because they have not discussed and considered this proposed legislation as a body. They were aware that the legislation had been introduced again, you know in the last session and things like that, but they have not, as a group, really taken a stand on it one way or another, perhaps one reason being that there are quite a few members on it who have not had the background and information to really spend much time on it. Also, we had many other things we were concerned with this last year, with our reorganization and all that. I would like to speak from the viewpoint of an advisory council member, and in that relationship of a member of the community, let's say I'm supposed to be representing the community. The previous testimony given by the community college Policy Advisory Council did not support the legislation to create a separate community college administration. You can refer back to that. I think the same things that were reiterated there would apply yet as I have seen the current Policy Advisory Council operate being the council for the U of A Juneau. Our concerns of the council are still that we maintain all of our community college kinds of programs that are offered as they currently fit within our reorganization concepts and that we not lose the importance of the community college philosophy and concept. And personally, as both a member of that council and a citizen of that area, I am still a staunch supporter of the fact of the community college philosophy and concept being maintained in whatever kind of a system that we have here. I think our enrollments over the past have indicated that those are strong elements of our programs here. I am sure Sharon can point to this too, that they really are. But we are still offering those and as far as I know, we have not lost any of that by virtue of becoming a university campus. She has pointed out many of the things that I think are positive about our current organization. As it relates to the possibility of creating a 3rd, 4th or 5th other administrative entity on a statewide level, I really would have a hard time seeing that there would be so much in the way of advantages to it. As evidently has already been testified today and if Don MacKinnon were here this morning as he said he was going to be, then he has already indicated the things that the school district and the university are working on now for some coordinated and cooperative type efforts in both ends. This to me is the most positive step that I have seen in the many years in the state where I foresaw it over ten years ago on paper as being the way to go when it comes to adult and postsecondary education. As far as I know this is the first attempt that is being made in the state to really do it. To come forth and put together between school districts and whatever higher education resource you have locally available that are finally beginning to do what the DOE and the statewide voc-ed advisory council that I served on for six years had always said that the way education is supposed to go in this state. Up until now, I have not seen it. I think this is one of the first steps where that kind of coordination, cooperation and working together for the use of facilities, students, equipment, etc.

Marie Carlin:

is finally being looked at. I think that is good. Since it was talked about so many years ago, I would assume there is still some justification for saying that is the way the state should go. Particularly with the small population. Maybe we are going to have more money now than we have had before. But nevertheless, to create another system which creates another third or whatever it might be, the administrative body in there is certainly not going to improve the possibility of that happening as I would see it. I also want to say that I think some of the problems that were initially seen when the first legislation was introduced have been taken care of to some extent by the creation of the community college division within the U of A. And in doing that, and that was done after our first testimony was given, I think some improvement would have been made. It seems to me that those kinds of things operated better after that. Those who have been closer to it can certainly testify far more to those kinds of things. To me that was possibly, and the council at that time felt that it was, one way to go which then provided the community college some better coordination amongst themselves for one thing in providing that type of second administration within the university system. But to pull that out and to start creating another entity and authority and so forth and so on within this state, I just don't see that we are big enough for it. And I'm only speaking of my experience in Juneau and what I know of the other areas, but still just looking at our own example here and trying to apply that statewide, I would really have a hard time buying the fact that it is needed. Or that it really could survive. I think we might be creating far more problems than we would ever solve, if one more legislative body or legislatively created authority was going to be working with education in Alaska. The idea is to coordinate and consolidate and try and get the most out of our money that goes into postsecondary education. It seems to me that as they say the plan put forth many years ago shows continual problems from secondary on up with whatever facilities you currently have at all, coordinating and cooperating is a much better way to go. Rather than adding another body in there that has to be looked at.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Russell Jones:

I am Russell Jones, Dean for Academic Affairs at the U of A, Juneau. I have been with our educational system in Juneau since 1971, which marked the beginning of the senior college. Actually, the senior college was officially designated in 1972. Previous to that, of course, was the community college. In 1972 the senior college was official. And then put together also in 1972 were all the three community colleges in southeast Alaska plus the senior college as the U of A, southeast under one provost whose responsibility was to provide educational programs for all of the southeast region. In several reorganizations since then, as you are aware, community college systems were split off under a separate division for one thing and in 1977 and 1978 the community college here and the senior college were placed back under the chancellor as UAJ, but each is a separate unit as community college and senior college. Finally after much deliberation the Board of Regents put it into the present form effective July 1, 1980. We have just completed one semester with the new organization. I have had experience in teaching in the community college, junior college systems in Colorado and in the university system here, so I have had experience in both kinds of organizations. One of the things that was specified when they did reorganize here was that the community college philosophy should not be lost as a result of the merger. And speaking as one person, I don't think we have lost it. We have tried to make special efforts to see that that has not happened. We wanted to maintain the open entry concept, which we have done. We wanted to maintain a good strong and even improved community program, and that has occurred. We certainly wanted to emphasize vocational/technical education as a viable and integral part and growing part of what we offer here in the community, and we think that has occurred. As far as new facilities are concerned, new voc/tech facilities have received top priority as far as the request for new funding is concerned in developing the property downtown. We got some money last year for that. Number one on the priority list for next year is an additional space for a voc/tech facility. We also wanted to maintain and possibly provide greater opportunity for community input. Now the old community college system had your PAC's that were delegated and even required by law for the community college. When this was reorganized the Policy Advisory Council was not done away with. In fact it was expanded to include an advisory council which gives policy advice to the entire UAJ system and included on that were most of the committee members who were on the former PAC for the community college, so that they would have definite input into the programs to insure that the community college philosophy and those kinds of programs would not be lost as far as the PAC is concerned. The present chancellor is very open to community input, student input and all of these avenues for input have been strengthened in my estimation. For instance, members of the PAC are also on the budget policy and planning team for UAJ so that their input is provided there and there are PAC members on the administrative council. There are also student members on these various councils. We have tried to insure that community involvement all the way through. O.K., so how does it appear to be working? There have been some questions earlier, did we lose some of these things that we had?

Russell Jones:

And looking at the enrollment figures so far, it does not appear that we have lost anything in lower division offerings or lower division student involvement. In the fall of 1980, we have not got the final figures in, but about December 1st, which was a month ago, we will have additional enrollment coming in for lower division. Non-credit equivalent credit hours were, at that point, up to 7,433 so it already has surpassed the number of lower division and non-credit hours that we had the year before under the other organization. We have expanded the community service, public service and outreach programs by adding some full-time directors in that area. That area has been improved and will continue to improve as these new directors come on board. The continuity in degree programs has been approved as Sharon has indicated. This will benefit students oriented towards a degree. At the same time, I don't believe that we have cut out opportunities for students who just wanted interest courses or to improve their skills, etc. I think there are just as many of those courses offered and probably we have higher enrollments in those kinds of courses than heretofore. We have, for the first time since we are under one organization, been able to put out a sequence of courses from the freshman year right on through the senior year so that a student can sit down and see what semester all of the courses are going to be offered for each of the degree programs. We were not able to do that before and that was not good for the students because they couldn't plan their programs properly. We have been able to offer more courses than ever before. Some would say that is because you have hired new faculty. We did hire nine new faculty which would account for 27 new courses in the semester. However, changing the community faculty over the OAJ faculty, they now teach three courses plus research instead of the four they did have, so we lost a total of 12 courses in the change of assignment. So by new faculty we should have accounted for 13 net new courses in a semester, when my figures show that we have nearly 100 more courses to offer in the spring of 1981 than we had in the spring of '80 under the previous administration. So it appears that we are unable to utilize the faculty more effectively and that is shown by the fact that previously community college faculty could only teach freshman and sophomore courses. Some of those are very well qualified faculty. In fact, they have all been very well accepted as professionals for UAJ and we value them. And now they can teach the upper division or graduate courses whenever it is needed. We are such a small institution that we can't afford to hire a separate person in anthropology for the first two years and then another professor for anthropology for the third and fourth year and all the other disciplines that we are talking about. So a lot of this increase in offering has been due to the better utilization of the faculty that they can teach the courses in their area of expertise at any level that is necessary. It makes it possible for us to provide a lot better liberal arts degree support for all of the degree programs no matter what they are. We have also, partly because of new faculty, partly because of better utilization of the joint faculty under the new organization, been able to offer three new degree programs which are: for the first time liberal arts degrees which should be an essential degree for most any four-year college. Because of the split in the faculties, we couldn't really do it before. We are getting good responses to that, plus the general government degree and the music degree. We have two very well qualified faculty members who are developing a vocational technical teacher education program, teachers for vocational areas. There are none in the state. It has been brought to our attention many times that the university should have some. We have been assigning some of the people who have the expertise for that and that program is ready to go before the Board

Russell Jones:

of Regents which would have been very difficult under the other organizational pattern. The fisheries programs from the technical level all the way through to the graduate level are coordinated quite well now and they also serve (the faculty for both of those areas) serve on a statewide group for statewide planning for the state, and we have been able to coordinate this. We have also made more efficient use of the administration in the academic area itself. In instruction, the academic administrators have been reduced from ten in the former organization to seven under the present system. So there has been some kind of savings in the administrative structure as well as making the coordination between the programs both laterally and vertically more effective. I would reiterate, what some of the others have said, that I do not feel that re-creating a separate community college in Juneau would meet the needs of the community. Some of the community people have testified in that area. We're different from Anchorage or Fairbanks in that we don't have the population density that they have. We don't have the communication by road that they have where people can come in. It certainly would not be feasible in my estimation to have a separate community college alongside a separate four-year college and university here in Juneau. Duplication of freshman and sophomore years would turn out to be a detriment to the community and to the students rather than an advantage in my estimation. Transfers was mentioned as a problem in some areas. We haven't seemed to have had too many problems here. We have an open-entry concept and any student can come through without applying for a degree program, but we have generally been able to counsel those students to use those credits for the degree programs wherever appropriate. We have generally been accepting courses from any of the community colleges in the whole state of Alaska system for full credit toward any degree program when they apply here. I don't think we have had any problems on that. Maybe somebody would disagree, but I don't see them here. We think if we do have at least the skeleton in place where we can start fleshing out that skeleton now to make the system that will more nearly meet the needs of the Juneau area. I am not saying that this should be extrapolated to any other area, but I think it certainly meets our needs much better than the old system.

Q: What is your total enrollment now?

R: The total enrollment is between 2,000 and 2,500. The statistics that I have here do not separate the head count between lower and upper division. Now, I excluded from that figure I gave you the community education people who are not enrolled in regular credit courses. If you include those, we have got 6,480 in that particular unit alone. So you can see that the community service serves a lot of people. They are not credited courses. We do not break the head count down between lower and upper division. But of the total 9,613 student credit hours, 6,576 as of the first of December were in lower division. So you can see that about 2/3 of them are in lower division and the other 1/3 upper division credit.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Rob Mourant:

My name is Rob Mourant. I am a student here at the U of A, Juneau. I have been a student for two years at the UAA and ACC as well as two years here. I have been involved in student governments and councils in Anchorage, including the state facilitator for state log of student organizations. Right now I am currently a student and not representing any organization. I want to speak first on the role of community college and the university's ability to meet that role. I have seen a good effort by the university administration to meet the needs of the community college students. I am currently a university student in my last year, so I have no first hand as far as having any community college level courses. But one of the things I am doing is taking some welding courses as electives for my university graduate work. In other universities, that would not be available to me. With the community college and university combined, I can take those as electives to apply towards my graduation. These courses are a big help to me, personally. I was involved in the ACC and U of A, Anchorage split there. I was involved in the student council before it split and after it split. I know exactly what happened to the students there when it did split. A lot of students were in turmoil as to what school they were actually going to. I was one of the students that was affected. My credits transferring like UAA changed their business requirements for a business degree as far as accounting courses needed, just for an example. I took accounting lower division at the community college and they said it didn't apply to the degree at UAA. Now that is a transfer problem that Sherri brought up earlier. Now if you had two separate Boards of Regents, it is hard enough dealing with just one; if you have two separate ones they have to negotiate and what not as far as getting together. It is hard enough just having two administrations for ACC and UAA. They both are competing as far as for students and they don't usually agree on a lot of things. So I had to take two different accounting courses at UAA. Another problem is records. I was involved in UAA and ACC records were all kept in one facility. In the next session of the legislature, ACC administration told the legislature it would not cost any additional funding to create new offices for ACC administrative people. This was unrealistic. What happened was that a lot of records were misplaced for quite a long time. My wife was an ACC student. They misplaced some records, so I had to go bang on some desks and go through offices and pull out the files myself before she could graduate. So two campuses are not the answer, splitting the community college and the university. Also, another problem that developed was the use of facilities. As you know through testimony in Anchorage, there have been battles about who is going to use what facility, who owns what facility. If the two administrations were together as one, I don't think that problem would develop as it is there. The problem is scheduling time. There are just numerous problems involved. Another thing would be class size. Right now I don't know what the situation is in Anchorage, but last year a lot of the classes were offered in both schools as duplications and a lot of the classes weren't filled. You put the two classes together and you have got a full class. Another thing as far as transferring to out-of-state, let's say to Stanford or some other big college, it is a lot easier to transfer a course through

Bob Mourant:

the U of A than it is from the community college. Let's say you went to a two-year community college here and you want to go the last two years to Stanford. You won't be able to do it as far as problems in accepting their courses. Where if you go to the U of A, it is under the U of A name and it is a lot easier to transfer. To summarize, I don't think the answer is to set up a separate Board of Regents. I don't think that is going to solve any problems and, in fact, will create a lot of new problems. We will end up having to have negotiations between the community college and the university as far as transfer problems, scheduling problems, course problems, facility use problems. I don't think that is going to be the answer. We don't have a population in this state. Anchorage is the large one and they have a separate case there. I realize that. But the rest of the state, I don't think the problem can be solved by a separate Board of Regents.

Comment: My comment is that in your discussion of transfer problems you stated something that we have heard everywhere. Thelma Buchholdt has proposed legislation that would provide for an articulation guide that the commission would put together, that would list all the courses offered in the state and where you could transfer them to, and whether they could be transferred for the major for which you are trying to get a degree or just for general credit towards graduation or whatever. It would be spelled out and that would be the last word on it. We are definitely aware of the problem on that.

R: It sounds really good. The university should have done this and it shouldn't have taken legislative action.

Comment: It also includes the private sector.

R: Under one Board of Regents, I think it should be a fairly simple operation because all of the schools are responsible to one board.

Q: My question was how do you feel about tuition? Do you feel it is too high or too low? Do you think it should be eliminated altogether or just reduced?

R: I am for keeping it down 'cause other expenses are going up and what not. As far as the difference between the community college and university, I would be in favor of free tuition for both. Since your community college philosophy is open-entry, I don't think it should be as difficult to get into the community college. I don't see any problems with tuition. I think a lot of my friends remark on how low the tuition is. And that is a big factor in going to school. Your other expenses here are so high that nobody takes for granted the tuition.

Comment: I think that is a point I am glad you made as a student. We have heard quite often arguments against any reduction of tuition and certainly elimination of tuition. The argument is that there is no personal investment on the part of the student. From what you say there is a big investment beyond tuition.

Comment: It is interesting, I think, that it seems to be not the students that make those types of comments. It is other people who are not actually in school, but living day-to-day and knowing what it costs.

UNIVERSITY OF ALASKA, JUNEAU
January 7, 1981

Mary Liszak:

I am Mary Liszak. I am president of the student government at UAJ. I have been at school here for over three years. Since I have come to the university, there has been a constant battle of talk of merger between the senior college and the community college. Even before I came here, there was talk of this. Last spring a decision was finally made whereby we would have one institution centralized under the UAJ. Last spring was a very stressful time in reorganizing for everyone; students, faculty and administration. Were the situation to reverse, I would hate to see the whole thing have to be done over. During the time that we had a community college and a senior college, it was a stressful time for students. They didn't know where to go to ask for help, problems between the two administrations, problems between the faculty. The present system is much more efficient. There is one central administration for the university and working within that is much better than what was previous, as there was squabbling between the two. In reference to non-credit classes being offered, with the reorganization continuing education which offers non-credit classes so that idea of non-credit classes is being carried out and that philosophy is present in the structure that we have now. Basically, I think that a decision has been made and I think that if the university is to progress at all, that decision needs to be stuck to and not be moved back and forth. I have been here three years and they finally made a decision that we would be one university. They had problems before that time. It is much easier for the students. It is much easier for the university and their programs to do everything if you have one structure. Moving back and forth is not the way to do it. I think we need to stick with what we have right now and see how it works.

Q: Do you have a position on the tuition issue?

R: I don't think the tuition should be raised. Other costs are so high in Alaska that tuition, any way that students can cut costs is important. I think if you raise tuition at all, they have to cut down on something else. The way tuition is now and the rate of money in the state, the tuition does supply that large amount of your budget for the university. Elimination of tuition would be great.

UNIVERSITY OF ALASKA
January 7, 1981

Comment from Marie Darlin:

I would like to add one more comment that I don't think I included in my comments. Although I did mention the fact that the change was made whereby they did create a community college division within the University of Alaska. That really has not been in operation long enough, I don't think to find out just how well that is operating before we look at again making another change.

Comment from audience: I feel that every time I start to speak to a group like this I need to confess that I am a recent convert conservative. The best part of that is a part of the conservative credo - if it ain't broke, don't fix it. I would say from the prospective of the one operating downtown, that it ain't broke. As a matter of fact, I have known in my years of observing what is going on, things have never gone so well. There was a period of time when I did not associate education with this particular institution or combination of institutions. I thought of it as a battleground. The only thing you read about in the newspaper was the amount of fights. For a considerable period of time, all I am hearing about the operation out here is very positive. That is an educational institution and I would like to see it remain that way. Just seems to me that operating as UA has to be simple and understandable to the students who deal with one institution, for the public who can understand one institution and general purposes. Certainly, as one who has spent a lot of time in school administration, I think it has to make sense to have an administration out here in terms of intelligent and conservative employment of staff, program coordination, of every aspect of the university operation. I would like to urge you to leave it as the U of A at Juneau.

Comment from Donnis Thompson: Maybe you folks are overly alarmed. This is a statewide set of hearings that we are conducting. We realize that you are under a little bit different circumstances now, but we did include you on the hearings. We didn't want to alarm you.

Comment from the audience: I think what is good here and works here would probably be effective in other places. I don't think we are much more screwy than other people in other places. I like the organization. It is simple and faithful.

Q: Would anybody else want to testify at this time?

Donnis: Before we all leave I want to say something. I was in Juneau three or four years ago and there was a PAC meeting that night. That was not what I came for, but I went to it just to see what was going on in Juneau. It was a battleground. I sure heard better comments today than I heard three or four years ago. This is great.

Written Testimony Submitted

to the

COMMUNITY COLLEGE INTERIM COMMITTEE

ALASKA ENERGY RESEARCH GROUP
P.O. BOX 1846, PALMER, ALASKA 99645
(907) 745-4586

RECEIVED
DEC 17 1980

December 11, 1980

Mary Kvalheim
Legislative Affairs Information Office
P.O. Box 1470
Wasilla, Alaska 99687

Re: Community College Legislative Interim Study Committee

Mary:

I wish to express my appreciation of the Matanuska Susitna Community College, its staff and programs. The role of universities in research and application at a grass roots level is well established, for instance, in the agricultural extension programs. This same role is played by local colleges in many other segments of a community economy.

Continuously, I find myself at the MSCC library researching energy efficient systems with possible Alaskan application. Necessary data comes from sources within Alaska, stateside, and even overseas. The library's resource books, coupled with computer search and interlibrary loan capabilities, enable me to obtain this basic data. With these vast resources readily obtainable, research capabilities are greatly extended.

Specific trade programs offered at MSCC have benefits beyond those received by the students. A project I am currently involved in deals with a novel refrigeration system for Alaskan fishermen. The MSCC refrigeration program (the only one in the state) has been invaluable in this project with Professor Vance and others providing knowledgable guidance and support. It is reasonable to expect the refrigeration department at MSCC will be instrumental in helping Alaskan fishermen solve their unique refrigeration needs.

Without the publicly available resources at MSCC, research and development at a community level would be severely restricted.

Sincerely,

Ralph Hulbert

Ralph Hulbert, Director
Alaska Energy Research Group
P.O. Box 1846
Palmer, Alaska 99645

7 January 1980
Juneau, Alaska

My name is Laury Roberts. I represent the University of Alaska, Juneau Policy Advisory Council (UAJ PAC) of which I have been a member since October 1978. I am presently secretary of the organization, the aim of which is to provide public sentiment to the University administration.

I should note that I sat in on several House HESS hearings on the matter of community college separation during the 1980 legislature. Thus, I am familar with some of the public comment you've already received from around the state.

After considerable internal divisiveness and public confusion, the two segments of the Juneau campus -- the Southeastern Senior College and the Juneau-Douglas Community College -- unified one year ago.

This joining of forces enabled the campus as a whole to focus its complete attention on academic and plant improvement goals. Unification channelled previously fragmented energy into planning cohesive University programs. Energy was turned to those consumers the University serves, rather than being constatly twisted inward on festering separtism.

The PAC has long endorsed unification with the caveat that the special functions of community college offerings be preserved. This mission, thus far, has been well executed. A better public understanding of and identification with the University in Juneau has emerged because of unification.

For UAJ to be subjected to the turmoil of separation again makes no sense and would be unhealthy for the entire community of Juneau.

I can understand the desire of community colleges in Alaska to be autonomous. But I fear this tugging at the tether for independence may overshadow the hard facts of garnering support necessary for the growth so crucial to community colleges at this state.

It is not unlikely that a series of schools vying for state funds could worsen the already seething sectionalism which exists in Alaska. And, with reapportionment looming, the ability of bush facilities to fight for funding in the legislature will be obviously handicapped.

There may be some benefits to community college separation from the University system, but from the standpoint of the UAJ PAC, the positive aspects of the proposal do not approach the potential harm such an action could catalyze.

RECEIVED
JAN 12 1980

January 8, 1981

Mr. Kerry Romesburg
Executive Director
Postsecondary Education Commission
Alaska State Department of Education
Pouch F
Juneau, Alaska 99811

Dear Mr. Romesburg,

Please consider the comments which I had intended to make on January 7, 1981 at your hearing to explore the desirability of separating community colleges from the University of Alaska system. Although the views are my own, I am Vice President of the UAJ Policy Advisory Council of which I have been a member since the fall of 1978.

Some years ago (1974-1976) when I was stationed there with the Coast Guard, I served on the Policy Advisory Council for the Kodiak Community College. As I recall, a similar proposal was made by Mr. Chancy Croft to the Legislature at that time. I thought then that such a move would be in the wrong direction.

The Alaska higher education system is somewhat unique since Alaska is one of a few states where a graduate of a community college receives a degree through the state university. Even if a student intends to use his degree only as a credential, a means to obtain more favorable employment or to prove satisfactory completion of some level of training, the degree has to be more valuable and impressive if it has been granted under the auspices of the state university. Superficially, at least, a degree from the University of Alaska, Juneau or Anchorage is more imposing than one from Juneau Douglas Community College.

But there are more important reasons why the community college should not be separated from the university system, particularly here in Juneau. I'm sure you know that the University of Alaska Juneau has just gone through the throes of reorganization and consolidation of the Juneau Douglas Community College (JDCC) and Southeast Senior College (SESC). It has been a traumatic experience but one which will benefit the community and the University in many ways.

The main advantage to the prospective student is the ability to begin a course of instruction as a freshman with the knowledge that he or she can satisfy the requirements for a baccalaureate degree four years hence in a consistent, continuing program. Courses taken in the first two years will prepare the student for upper division study without transfer, loss of credits and disruption.

The integrity of the university will improve as a result of the reorganization and the community can reasonably hope to attract students who would otherwise seek secondary education outside of Juneau and probably outside of Alaska. It can be argued that it is beneficial for a young person to attend college away from home. With a credible university in Juneau, out of state students may be attracted to a community which can offer many other benefits, such as small town atmosphere and excellent outdoor recreational opportunities. Costs will be reduced by the consolidation through elimination of duplicative staff and redundant administrative procedures.

Consolidation will benefit students and the faculty since instructors will be permitted to teach courses in lower and upper divisions. Instructors will be able to develop full courses of instruction and students will be able to take courses from a favorite teacher at succeeding levels.

Lack of identity has been a serious problem which is being resolved by the consolidation and reorganization. Considerable confusion has existed in the minds of the students, citizens and, sometimes, faculty who have tried to determine the relationship between JDCC and SESC and the UAJ. With the absorption of JDCC this confusion will disappear and the former community college will fulfill specific roles as a division of the university.

I have discussed several of the advantages in the future tense. In fact, reorganization has taken place and seems to be working very well, so the benefits are already being enjoyed.

University of Alaska Juneau has been working, concurrently, to prepare for an accreditation visit by the Northwest Association of Schools and Colleges in the spring of 1981. UAJ is at a critical stage in its growth. It has eliminated some procedural stumbling blocks that have inhibited its development into an institution that will furnish increasingly better service to the community and the State.

To consider separation of the community college from UAJ would be catastrophic and foolhardy. I respectfully urge that no action be taken to destroy the integrity of University of Alaska Juneau.

Sincerely,

E. NELSON, JR.

cc: Dr. Michael Paradise
Dr. Charles Fields

January 16, 1981

Dr. Ron Phipps, Director
Academic Planning and Research
Commission on Postsecondary Education
Pouch F
State Office Building
Juneau, Alaska 99811

Dear Dr. Phipps:

Please find attached some comments on the issues currently being studied in regard to Alaskan Community Colleges. I have tried to be relevant, if not always reverent, in my comments. I hope that these comments will be accepted in the spirit they are offered, i.e., concern that we realize the full potential of the colleges and the philosophy they embrace.

I have the highest regard for Chancellor O'Rourke and his staff, and I would not want my characterization of administrative failings to be interpreted to refer to any particular administrators in the system; rather, we are all victims of the particular academic training we have had, and I admit to such failings in myself.

I would be very interested to have my name placed on the distribution list for any public documents that result from the study.

Sincerely,

M. Michael Moorman
789 Fifth Street
Douglas, Alaska 99824

I understand that you are participating in a study addressing several issues concerning Alaska Community Colleges. In particular, these issues are:

(1) Should the overall administrative structure of the community colleges be changed?

(2) What are the appropriate roles for Policy Advisory Councils?

(3) Should tuition be eliminated at Community Colleges?

I do not profess to have the answers to these questions; however, after spending four years as a faculty member at the former Southeastern Senior College, countless hours as a participant in statewide academic councils, and a continual concern about postsecondary education in Alaska, I would like to share my concerns with the group examining these issues.

Concern with the overall administrative structure of the community colleges appears to reflect the more basic concern over whether or not a community college philosophy can thrive within the University of Alaska structure. Clearly, the clashes between the Anchorage Community College and the University of Alaska, Anchorage are well known. Here in Juneau, the survival of four-year and graduate university was seen as more important than the survival of a comprehensive community college. A former president of the University of Alaska once remarked that the primary purpose of community colleges was to provide jobs in local communities.

These cases, as well as many others that could be added, are all used to conclude that the community college philosophy suffers under the present structure. Depending upon whether we want to emphasize community or college alternative structures appear to be more appropriate.

As for my own perspective, I am troubled by the fact that although we may talk of Alaska Community Colleges, we must, at the same time, recognize that there are several Alaskas. In addition, there are several approaches used in this state for the delivery of community-based education. In spite of such differences, we seem to have tried to make the community colleges everywhere the same.

As a consequence of my own training, I tend to see this lack of flexibility and innovation as a failure of administration and leadership. However, any criticism of university administrators for taking a "brick and mortar" approach to postsecondary education in Alaska should be tempered by the recognition of some element of truth in the comment of the former president mentioned above. Another long-time observer of the university has remarked that the growth of the University of Alaska into a statewide system had more to do with securing voter approval for more buildings at Fairbanks than any well thought out plan for the delivery of higher education.

Regardless of who is most responsible for the sins of the past, I would hope we can focus our attention on the fact that the emphasis in a community college philosophy on adult education, life-long learning, and education innovation, e.g., are what we need to protect and enhance. It may be that restructuring is necesary to protect and enhance these emphases. All that I request is that the importance of these emphases be addressed directly.

With respect to the roles of policy advisory councils, I think one of the current problems is the absence of a set of statewide policies within which the councils could operate. From an administrative perspective, I would think that a principal value of a policy advisory council would be its function as a forum for evaluation of how well the college continues to serve its mission, and for an exchange of ideas on how the mission should be modified to reflect change in the community's ordering of needs. The functional role should be "advisory". Administrators should be free to choose not to follow the advice offered. Council members should be primarily advocates for their community, recognizing that the goal is to achieve as much mutuality of interests as possible between the community and the college, while at the same time recognizing that the interests will not, in all cases, be identical.

Finally, with regard to the issue of tuition, I believe that the students receive the major benefits of the education. Consequently, as the principal beneficiaries, they should bear the direct financial costs as well as the indirect costs of foregoing other benefits by enrolling in courses. If there are Alaskans denied educational opportunity because of the costs involved, I would much prefer an expansion of loan programs.

The tuition issue does not appear to represent a major failure of our university and community college administrators. Given that physical plants and administrative structures have been created that are inconsistent with the student base, too much time and energy has gone into trying to expand the student base. This has led to internectine battles over students and programs, a decline in standards, and in general, a loss of public confidence in the university. Given that investment in education is lumpy, i.e., initial and incremental cost-effective investments in faculties, support staff, and facilities cannot exactly match the size and changes in the size of the student body, we should be more innovative in the use of these faculties and facilities. Tying the community college more directly to the overall public education needs in communities would be one way to make better utilization of that investment. However, that's only one way to expand the base.

I think we all have the right to expect much more from our community colleges in the future. This study needs to address the strengths these institutions offer the people of Alaska beyond the postsecondary schooling of students. Maybe we did create some of them for other reasons than postsecondary education. I think now is the time to reconsider what those other reasons should be.

APR 0 2 1982
ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024